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ABSTRACT

This report presents the findings of a study group that examined full-time pre-employment courses available in England and Wales for young people over 16 years of age. Part 1 sets forth the group's objectives. Part 2 focuses on the procedures used to fulfill the study group's task of examining existing courses to determine whether they enhance young people's career and future education opportunities and serve their wider interests. Results of a background survey on pre-employment courses and an examination of the target group (students) are both considered. Part 3 presents a design base for pre-employment courses formed of these criteria: student characteristics--ability and attainment, vocational orientation, flexibility, transferability, currency, common core, length, and operational constraints. In part 4 course structure is described. Topics discussed are the general objectives of the basic course (core studies, vocational studies, job-specific studies), balance of these three elements in basic course, duration and timing, teaching/learning methods, and assessment. Following a summary including recommendations are three appendixes amounting to over one-half of the report: (1) the common core, including discussion of the induction phase and its aims and objectives; (2) methods of organizing/integrating core studies; and (3) some possible approaches to profile assessment. (YLB)

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Further Education Curriculum Review and Development Unit

ED217138

A BASIS FOR CHOICE

Report of a Study Group on Post–16 Pre–Employment Courses

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June 1979 (Reprinted April 1980, October 1980, January 1981 September 1981)

The Further Education Curriculum Review and Development Unit (FEU) is an advisory, intelligence and development body for further education. It was established in 1977 by the Secretary of State for Education and Science to make possible a more coordinated and cohesive approach to curriculum development in FE by

(1) reviewing the range of existing curricula and identifying overlap, duplication and deficiences

(2) determining priorities for action to improve the total provision and suggesting ways in which improvement can be affected

(3) carrying out specific studies, helping with curricular experiments, and contributing to the evaluation of objectives, and

(4) disseminating information about the process of curriculum development in FE.

After an initial review the Board of Management decided that the work of the Unit should begin with the lower levels of further education. This report considers a range of pre-employment courses for young people who enter FE usually at sixteen. A limited number of extra copies are available from the Publications Despatch Centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex HA7 1AZ. (Tel: 01-952 2366 Ext. 503). Recipients are permitted to reproduce for their own use all or part of the docment, as long as full acknowledgement is given to the originators.

PROGRESS REPORT

Since the initial distribution or a A Basis for Choice there have been a number of initiatives developed; these include:

(1) Feasibility and Pilot studies have taken place over 1979/80/81, and information regarding these is available from Beryl Pratley, FEU Development Officer.

(2) The student-profile discussed in Appendix III has been under constant development and a later version is shown in Appendix 7 of the FEU document Vocational Preparation (1981)

(3) The Government Consultative document Examinations 16–18 (October 1980) suggested that the development of a 17+ pre-vocational examination broadly along the lines of A Basis for Choice should be available in both schools and colleges. A further statement is expected before the end of 1981

(4) The FEU response to the Consultative Document was published in 1980 and is available from the Publications Despatch Centre.

Jack Mansell
Director
September 1981
ISBN 0 85522 098 8

FOREWORD

This is an important report on an important subject. Its recommendations should be widely and carefully studied, alongside the survey commissioned by the Further Education Unit and carried out and published by Garnett College (1978). Both the report and the survey indicate a situation in which there is so much diversity of provision that it must lead to confusion. The careful analysis and the recommendations in the report relating to curriculum structure should provide a most helpful and constructive contribution to an area of work that is of crucial significance. Mr Mansell and his colleagues on the Study Group have completed a difficult and demanding task with care, energy and speed. The Board of Management of the Further Education Unit is most grateful to them for the work they have done.

Although the Report of the Study Group has, as its primary concern, the interests of further education, there has been consultation with the Certificate of Extended Education Group chaired by Dr K W Keohane. That consultation has been both necessary and helpful, although the two Groups will have reached their conclusions independently of each other.

This Report calls for action to be taken quickly. It is hoped that there will now be an interested and positive response from colleges and validating bodies.

S. Vorley

Chairman

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PREFACE

(i) This report was presented to the Further Education Unit in June 1979. The Board of Management has endorsed its contents and recommendations and commends them to colleges and other agencies for their consideration. The Unit now intends to discuss the report with interested parties at national and regional levels. It also invites responses from individuals, including those who provide further education, training or employment and those engaged in FE as students or involved as parents of students.

(ii) The report is concerned with full-time courses for young people who enter further education after leaving school and who need something other than GCE studies or programmes preparing them for specific occupations. These mainly one-year courses are intended for young people of average ability or attainment (but not those with special learning difficulties) who may be vocationally uncommitted at the start but who wish to develop an informed orientation while keeping their employment and further education options open. The report concludes that, although many courses exist for this target group, the provision lacks coordination and a nationally recognised framework.

(iii) In order to promote the rationalisation and effectiveness of such programmes the Study Group recommends a unifying curriculum structure. This structure is not a new course to replace or add to existing schemes but rather a set of criteria which present and future schemes might satisfy. It allows opportunity for local initiative and thus strikes a balance between the need for coordination of provision and the equally important requirement of flexibility in the light of local circumstances. It may well be that some existing schemes already satisfy the criteria or could be adapted to do so - but the Study Group suggests that there is considerable advantage to be gained from a national validation of the courses.

(iv) The report also considers the issue of student assessment and makes recommendations for the style in which this might be undertaken and the results recorded. It contends, further, that there should be a nationally recognised award available to students who successfully complete a validated course.

(vi) One important criterion is that schemes should contain a common core of learning, and the Study Group has presented its views on the nature and extent of this core in an appendix to the report. Much of what is described is not new but is derived from knowledge of existing good practice. However, the Study Group considered it would be helpful to put forward specific proposals rather than present the case for a common core merely in general terms.

(vi) The suggested core and the approach to assessment require further refinement and evaluation. It is hoped therefore that some colleges will be willing to test the feasibility of these proposals. The Unit, for its part, will be pleased to collaborate in such developments.

(vii) In all this there is a degree of urgency. Courses are constantly being added to the existing pattern of provision and many students are currently following courses whose status is not clear. The Unit intends, therefore, to invite others having an interest in the report to early discussions about its content and recommendations, and to proceed with testing some of the proposals during the 1979/80 academic year.

PART 1 MEMBERSHIP AND TERMS OF REFERENCE

1. The Study Group was established by the Board in February 1978 and met thirteen times until April 1979. It was given the following remit:

> With reference to the range of full-time pre-employment courses available in England and Wales for young people over the age of 16 who wish to stay on in further education usually for a year and without, initially, any specific vocational or academic commitment,
>
> Firstly
>
> (a) to examine whether, and in which ways, existing courses enhance young people's career and future education opportunities and serve their wider interests, by considering such evidence as is available from relevant sources (such as course designers, examining bodies, institutes of further and higher education, employers, teachers, parents and the young people themselves) and
>
> (b) to indicate where further evidence needs to be collected; then
>
> to consider the extent to which the range of provision reflects types of student need, and to which duplication or deficiencies occur
>
> Secondly
>
> to indicate their views on
>
> (a) the appropriate bases, components and balance of curricula for the target group or groups, and
>
> (b) the associated teaching, learning and assessment methods, and
>
> to recommend what further review and development work the Further Education Unit should undertake in this area.

2. The Study Group was chaired by a Member of the Board of Management, Mr Jack Mansell, and had 12 other members, representative of a wide variety of interests, together with a consultant from HM Inspectorate.

The full membership was:

Mr J W Mansell	FEU Board Member (Chairman)
Mr P Ashby	Education Department, Trades Union Congress (from October 1978)
Mr J C N Baillie	Principal, Southwark College, ILEA
Mr P Barnett	Education Adviser, National Union of Students
Mr A L Davies	Principal, W R Tuson College, Preston
Mr J Edmundson	Confederation of British Industry (Manager, Training Centre, ICI Wilton Works)
Mrs P Haikin	Head of Department of General Studies, South Thames College, ILEA
Mr R F Hughes	Senior Adviser for FE, Cheshire County Council
Miss A E M Lewis	Manpower Services Commission, Training Services Division
Mrs N J Nutman	Head of Department of Social Studies, Filton Technical College, Bristol
Professor R A Pring	School of Education, University of Exeter
Mr G Pearson	Examinations Officer, Schools Council
Mr E W Sudale	HM Staff Inspector, Department of Education and Science (Consultant to the Group)
Mr A Weedall	formerly Principal, Bournville College of Further Education, Birmingham
Mr G P Stanton	Development Officer, FEU (Secretary)

PART 2 REMIT AND PROCEDURE

3. The Group was assisted in its examination of existing provision by the preparation of a background survey*. This had been commissioned by the FEU from staff at Garnett College, and was presented to the first meeting of the Study Group. In addition, descriptions of courses published by examining bodies were examined directly.

4. The remit of the Study Group was to examine the characteristics of the target group of courses, rather than those of the young people for whom they are intended. This has influenced the direction of our approach, though the inter-relationship between the two sets of characteristics is self evident.

5. Both target groups - the courses and the students - are complex and difficult to define.

THE SURVEY OF COURSES

6. The background survey offered the following three-fold categorisation of the courses:

Extended general education courses - characterised by the influence of traditional subjects and the pursuit of nationally recognised accreditation as a well-established means of gaining entry to certain types of employment and/or to further study;

Transition courses - characterised by the priority given to assisting personal development, improving basic skills, preparing young people for entry into the world of work and enabling them to make a realistic choice of occupation;

Foundation courses - characterised by the grouping of subjects or by the "integration" of content to provide appropriate "foundation" or "pre-vocational" studies for entry to a group of closely related occupations or to clearly identified further vocational studies.

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*Now published by Garnett College, Roehampton Lane, London SW15 4HR as "One year pre-employment courses for students aged 16+ - A Survey in Colleges of Further Education". Price 85 pence.

7. The authors of the survey concluded that there was "a provision of courses so tangled as to confound the investigator, let alone the undecided 16 year old". The proliferation might be fruitful ground for the development and eventual recognition of the most appropriate courses, but good practice needed to be identified and a coherent provision established on that basis.

8. They also argued for a rationalisation of provision in order to provide a chance of countering the dominant influence of GCE "O" level as currency on the minds of young people and employers alike. The strength of this currency depreciated the value of other courses - even those acknowledged as useful and interesting by the students, and recognised as relevant preparation by indivudal local employers. The authors said that "a nationally organised and accredited provision could allow for local initiatives, but at the same time ensure comparable validity and transferable recognition".

9. It was difficult, however, for the authors to come to any firm conclusions about the relative merits of different courses either in terms of fulfilling the needs of the target group or in terms of the design of the curriculum. The profusion of provision contributed to this difficulty, but even in the case of the smaller number of nationally available courses, colleges frequently differed in their recruitment policy and in the method of implementation for the same course.

10. The Study Group agreed with these conclusions, the implications of which are discussed later (para 13) after a general consideration of the characteristics of the young people concerned.

THE TARGET GROUP

11. The Study Group considered that the majority of the students in their remit would be school-leavers with a wide spread of ability and attainment, who were intending to enter employment in the reasonably short term, and probably had a disinclination to embark on a full-time course of more than a year's duration, at least initially. Our terms of reference described them as being "without, initially, any specific vocational or academic commitment", and we interpreted this to mean that, on the one hand, they did not wish to proceed to a higher level of academic study for its own sake,

or were unlikely to succeed if they were to do so. We assumed that they would have a mixture of motivations, which might include

- a genuine desire to continue in broad-based general education, with a vocational bias

- a desire to defer vocational choice for another year, and/or to provide themselves with a better basis for such choice

- a feeling that a further year of full-time education would enhance the range and level of jobs available to them, either by improving their basic skills or by giving them some vocational preparation

- a desire to commence a vocational education, though allied only to a generalised job preference

- a desire to postpone entry to the labour market for the time being

- and, in current circumstances especially, a wish to avoid a local unemployment situation

12. We gave considerable attention to the issue of "commitment". It is probably worth distinguishing between three different uses of the term.

(i) The degree of commitment of the young person to a vocational area. This may vary both from individual to individual on the same course, and also for a given individual at different stages of the course. Nevertheless, most students will wish to develop an increasingly informed personal orientation as the course progresses.

(ii) The commitment or focus embodied in the curriculum. It can help to give coherence and a demonstrable relevance to the various kinds of learning that occur in a course if the whole can have some kind of focus - probably a "vocational area or sector", if this term can be appropriately defined.

(iii) The future pathways to which the course may commit a student. What options are available to students after the course? Are they committed (or restricted) to apply for jobs in a given vocational sector? How much value does their qualification have in that sector? Does it carry any credit if they wish to work in another sector, or wish to obtain further qualifications?

IMPLICATIONS

13. The background survey presented the argument that "the development of a properly planned provision of pre-employment courses needs to be based upon reliable information about young people's aspirations and about opportunities for their employment".

14. The Study Group would, on balance, want this information to be used in an attempt to provide the young people with a basis for rational choice by themselves, rather than in an attempt to match employment opportunities and educational opportunities. Similarly, we think that colleges are in the best position to determine the curriculum implications of the characteristics of their local target group and labour market, with the help of such agencies as the Careers Service, MSC Area Boards and the Local Authorities themselves. National data and predictions also need to be available to them, and should be taken into account.

15. Nevertheless, it remains necessary to discuss the general criteria to be applied in coming to an overall judgement about existing or intended schemes. This we do here and in Part 3.

16. We think that the argument for a commitment or focus in curricular terms, as outlined above in para 12, is a strong one. For students who are no longer fully motivated by academic subjects, and whose ability to learn in a school or college context cannot be taken for granted, the value of being able to group the various areas of learning around a common interest is considerable. This enables mathematics, for instance, to be seen as a tool by which problems encountered may be resolved, instead of "Maths" being seen as a problem in itself. In a pre-employment course, the obvious candidate for such a focus is a vocational interest. A specific

job would be inappropriate, because it would provide too narrow a preparation and because most students willing to make a specific commitment would have enroled on other courses or have gone straight into employment. Something as general as "preparation for work" may not provide sufficient focus or motivation. The delineation of "vocational sectors" which lie between these two extremes is best left to local decisions in the light of local employment prospects, educational facilities, and so on - within a framework of characteristics which we outline later in this report.

17. Some colleges might choose to organise the courses around "sectors" which roughly correspond with the conventional divisions between college departments such as "building and construction", "the caring professions", "hotel and catering", and so on. However, it is also feasible to consider sectors defined by groupings of skills or activities which cut across these divisions (eg, repair and maintenance, serving the public), or sectors which match local industries (eg, the railways, the motor trade) but which include a variety of types of job. This issue is considered further in para 59.

18. We recognised, however, that courses could not assume even a provisional vocational preference on the part of all students at enrolment, and that some kind of induction phase would be necessary to help them develop this. Other students would express immediate preferences, the foundation for which should be explored and checked during the induction phase, since the degree to which these preferences were well informed or consistent would vary.

19. In members' experience it was fairly common to find students who expressed preferences which resulted from parental or peer-group pressures rather than personal commitment, or which were unrealistic in terms of the jobs available or qualifications required, or which were expressed in ignorance of the real nature of the work or the alternatives available. Social conditioning may have developed in some girls, for instance, an unnecessarily restricted view of what kinds of job are appropriate or within their reach.

20. Our terms of reference exclude young people who have specific vocational or academic commitments, presumably on the grounds that clearly defined pathways are already available to them. We assumed, however, that many of our target group, whilst initially being without any clear vocational orientation. would be looking to the course to help them become clearer in this respect.

21. When we examined descriptions of the existing provision, with the assistance of the Background Survey, we therefore looked for the capacity of the schemes concerned to provide a vocational focus in this way. Nearly all of them had this capacity; indeed, even those which were composed of a selection of subjects could be implemented in such a way as to group the subjects around the requirements of a vocational sector.

22. We describe the general criteria which we feel these pre-employment courses should fulfil in Part 3, but first it is necessary to consider this provision in the context of the dominant certification for the age-group - GCE "O" level.

23. We were very much aware of the fact that the large majority of young people on one-year courses post-16 are taking varying numbers of "O" levels. We were also aware of the disturbing failure rate here. The statistical evidence available is limited, but what there is supports the anecdotal evidence*. What then is the attraction of such courses, in view of the large risk of disappointment and wasted time? Presumably the fact that the qualification is recognised by parents, employers and educational establishments, and that it does not involve any "commitment" in the restrictive sense of unduly reducing the options available to the young person.

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*See D.Vincent and J.Dean "One year courses in College and Sixth Forms", NFER 1977, pages 50-54, where it is reported that 39% of their sample passed no "O" levels at all, and the average number of passes was only 1.4. The sample was not large, and was not all taken from FE, but data we separately obtained from one large LEA confirmed the general picture given.

24. The Study Group was not in a position to make any authoritative assessment of the effects of recent decisions in principle to replace both "O" level and CSE examinations by a unified General Certification of Secondary Education (GCSE) System. The replacement of the de facto "pass-fail" GCE examination by a "graded - achievement" GCSE system would reduce the overt failure rate; on the other hand the high probability that most students will already have taken GCSE courses prior to leaving school will make "repeat" GCSE courses even less suitable than are "O" levels under present circumstances.

25. It is generally accepted that students may follow courses (at "O" and "A" level) in the subjects at which they perform best and in which they are most interested at the time, without necessarily commiting themselves to careers closely related to the subjects being studied. The qualifications are thought to have a general value. At present, those who choose a vocational interest as the vehicle for their learning receive qualifications which are not thought to have the same general value.

26. Modification of existing courses, or even the construction of a further scheme which came closer to perfection might not help with these matters of currency. Indeed, it has been argued* that the proliferation of courses is one of the major factors which militates against their widespread recognition, and reinforces the allure of "O" level for students and purposes for which it was not intended.

27. Our aim, therefore, has been to put forward proposals for a course structure which would help to reduce the confusion which exists in this area, and not simply add to the plethora of available courses. The structure would have to allow for the necessary flexibility at local level and not unduly restrict existing imaginative and energetic local initiatives. On the other hand, some rationalisation is required since uncertainty about what kind of course is most viable and effective is deterring many colleges from embarking on such schemes despite their awareness of growing student needs and demands.

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*See Report by Garnett College (op. cit) pages 62-64

28. To have attempted to fulfill section 2 of our remit by making detailed criticisms of existing schemes would have been unprofitable, and not only for the reasons outlined in para 9. As we have already indicated, we decided that the most effective use of our limited time and resources would be the development of a set of criteria which we considered any provision in this area should fulfill. These criteria could be used both to evaluate existing provision in general terms, and as a basis from which to approach the third part of our remit - the indication of our views "as to the appropriate bases, balance and components of curricula for the target groups in question".

29. The criteria are debated more fully in the next section, but one of the conclusions we reached was that some important issues were concerned with the relationship between kinds of provision, rather than with the curriculum of individual courses.

30. Thus, it seemed to us that a major contribution towards the fulfillment of our criteria would be made by the existence of a common core in the various kinds of provision on offer. Some existing schemes do themselves have "core studies" but an identifiable core of learning is not at present common to all schemes. It therefore seemed important to consider the viability and possible characteristics of such a core, as well as the general characteristics we considered desirable in the courses of which it would be part.

31. Implementation of this concept of a common core for these courses may well require the creation of an appropriate agency, both to hold the ring while it is negotiated and to certify whether or not schemes possess the necessary characteristics. This is obviously a matter of educational politics rather than curriculum development or review, and thus beyond the terms of reference of this report. However, it was certainly within our remit to investigate whether it was possible to specify such a core and general course characteristics in terms which would enable such an agency to operate, whilst retaining the necessary flexibility and room for operational manoeuvre at college and other levels.

The prize to be gained is a means of reducing the confusion in the minds of colleges and potential students, increasing the chance of recognition of courses in the eyes of parents and employers, and reducing the significance of overlap in provision, whilst retaining the capacity of courses to reflect varying types of student need and enabling gaps in provision to be filled without an already confused situation being compounded.

PART 3 DESIGN-BASE FOR PRE-EMPLOYMENT COURSES

32. The previous section mentioned some of the functions which the Group considered that these pre-employment courses should serve. There are also some important constraints to be accepted if realistic provision is to be made. All these criteria together form what might be called the "design-base" for the courses. The specification and continual amendment of this "design-base" was used by the Group both as a means of evaluating existing provision and as a tool in the formulation of their own view as to the nature of acceptable provision and its common core. The application of this approach is illustrated here.

STUDENT CHARACTERISTICS - ABILITY AND ATTAINMENT

33. We think that the courses should be aimed at those young people who are thought not to be equipped to follow a one-year "O" course successfully (whether because of lack of motivation, ability, or because of the level of their previous attainment) but who do not have "special educational needs"*. However, there should not be, in our view, any specific restrictions on entry, and anyone thought able to benefit from the courses should be allowed to enrol.

34. Indicators such as previous achievement in examinations are not always a reliable predictor of performance on courses such as these, since attainment may reflect the degree of motivation or maturity of the individual, as well as ability. Also, there may well be no correlation between attainment in areas which require different types of abilities, - such as verbal or numerical or spacial.

35. The work of the DES Assessment of Performance Unit, while being at too early a stage to be of assistance to the Study Group, may in time give colleges a clearer picture of the characteristics to be expected of most school-leavers - both in terms of the nature of previous learning and its standard. In addition, liaison with local schools should enable

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*See the Report of the Committee of enquiry into the Education of Handicapped Children and Young People (The Warnock Report), HMSO March 1978, pp 41-43

colleges to relate their work to any similar activities in which the students were previously involved, and should enable schools to design their final year curriculum in the knowledge of what some of their students might be going on to after their sixteenth birthday. Even so, diagnosis of individual student needs will always have to be an important feature of these courses. Such diagnosis may also reveal some systematic differences between groups of students. For instance, particular attention may need to be paid to the development of some girls' mathematical and technical skills, because at school their opportunities or attainment in these areas may have been such as to unduly restrict their vocational options.

VOCATIONAL ORIENTATION

36. For design purposes, much of the curriculum needs to assume a general preference or orientation on the part of the student towards a given area of employment. The arguments for this have been given earlier (para 16). It has also been argued (para 18) that the initial phase should not assume such as orientation, but should provide a basis from which some students might develop preferences, and provide a means of checking the preferences of others who might have ill-informed or unrealistic aspirations. Mechanisms and objectives for this are discussed in the next section, and illustrated in Appendix I.

FLEXIBILITY

37. Courses need to be able to cope with:

(a) variations in vocational commitment between students, and changes in the case of individuals

(b) a fairly wide spectrum of student ability and attainment

(c) local variation in the needs of industry and the prospects of employment.

Item (a) implies a requirement for core studies which help in shaping and testing vocational preferences, and which have common objectives whichever preference is expressed. Item (b) has implications for learning methods

and materials, and (c) emphasises the need for local flexibility in deciding what job-specific skills and knowledge are taught.

TRANSFERABILITY

38. Courses need to ensure that options can be kept open for students by the learning of generally applicable skills and capacities, and the ability to transfer them - even if the vehicle for learning is an interest in one vocational sector. Thus the study of engineering may be used to develop the same kinds of number skills, or capacities for group work, as the study of child care.

CURRENCY

39. The qualifications offered need to have currency in terms of:

(a) whether they have more than local recognition, for entry to employment

(b) whether there is an agreed linkage to other courses

(c) whether a given qualification has any value in a general sense, outside the vocational sector which is its focus.

COMMON CORE

40. The requirements for currency would be much assisted by the existence of an identifiable core of learning in and between courses, which was nationally validated, recognised as educationally sound, and which guaranteed certain levels of competence in basic skills in those who gained a certificate. The criterion of transferability carries implications for the nature of these core studies, as does the need for flexibility and the desirability of a vocational focus. The feasibility of a common core which can satisfy these requirements is discussed more fully in Part 4.

LENGTH

41. We think that the course structure we are proposing should be designed to cover three academic terms. A shorter length of time would be insufficient for the requirements outlined above to be satisfied; a longer one might deter those who were most hesitant about remaining students from enrolling in the first place. Even so, some young people may, of course, choose to leave before the end, and in some cases (eg when students are offered a job at Easter, when on a course finishing in July) many teachers might wish to accept their decision. This raises the possibility of local arrangements being made for them to finish the course on a part-time basis, perhaps with some of the necessary learning taking place as part of their initial job training or more general induction to work.

OPERATIONAL CONSTRAINTS

42. It is obviously important that courses should be realistic in terms of the demands made on a college's resources, organisation or teaching expertise. This should not, however, be used as an argument for too easily accepting that existing approaches should not be changed. In particular, facilitating some types of learning activity may be crucial to the success of the courses, as may the capacity to cope with a range of student abilities and learning styles. Also, the integration which is essential for the courses to be coherent may involve a higher degree of interdepartmental co-operation and liaison than is usual, or may require changes in college organisational structures. The proposals and principles discussed in this report may well be of interest to those working outside the FE sector. However, we have related them only to constraints operating within FE colleges, and to the expertise and facilities normally found there.

PART 4 THE NATURE OF THE CURRICULA

43. We describe in this section a course structure which we hope satisfies that part of our remit requiring us to give our "views as to the appropriate bases, balance and components of curricula for the target group or groups in question, and associated teaching learning and assessment methods".

44. Two factors influenced our reasoning:

(a) differing local initiatives are desirable, in the light of local vocational needs, local opportunities for employer involvement and work experience, the availability of facilities and expertise, and variation in student characterisitics

(b) the courses in general need to become widely known, understood and accepted by employers, parents and students if they are to have any currency

We therefore favour central validation of a possible variety of local curricula, with the degree of constraint described below.

45. For some of the course structure we have sketched an outline in order to produce a checklist of factors that a validating body would need to appraise.

46. With respect to the common core we have gone further than this. This core is a major component of the proposed course structure and it is necessary for it to be described in some detail in order for us to give evidence of its viability.

COMPONENTS OF THE COURSE

47. We suggest that the general objectives of the basic course should be categorised under three main headings:

(i) CORE STUDIES

- those studies to which all students of this age should have right of access, and that learning which is common to all vocational preparation including induction.

(ii) VOCATIONAL STUDIES

- that learning which is particular to a given vocational sector (as defined in para 17).

(iii) JOB-SPECIFIC STUDIES

- that learning which is particular to a given job within a sector.

Thus a student might study division of labour as a general concept (core), learn how jobs are structured within the building industry (vocational) and investigate the kinds of work and skills required of a plumber (job-specific). (For pedagogic reasons, the order of this learning might well be reversed, in some cases, to move from the particular to the general).

CORE STUDIES AND INDUCTION

48. These should be common to all courses. The aims and objectives of a common core could be derived either from a consensus about the general education to which all members of this age group have a right, or from an analysis of what common demands are made of all young people in their role as adult citizens and workers. The Study Group decided that the general aims should reflect the consensus view which was apparent from an examination of numerous educational reports*.

49. However, we felt it was desirable to describe specific objectives which whilst clearly contributing to these aims were also demonstrably relevant to the young person's future roles, and made use of his or her motivation to suceed in them.

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*including Crowther (15-18, A Report of the Central Advisory Council for Education (England, HMSO 1959)
Schools Council W.P.45 (16-19; Growth and Response, Methuen 1972)
NATFHE Policy Statement, (The Education, Training and Employment of the 16-19 Age Group, NATFHE 1977)

50. Our exemplification of these aims and objectives is contained in Appendix I to this report.

51. We have decided to describe the curriculum of the common core we recommend in terms of a checklist of:

    (a) those experiences from which we think students should have had the opportunity to learn

    (b) the nature and level of performance we think students should be expected to achieve.

52. We feel this approach has the necessary potential to

    (a) allow a full range of types of learning to be described

    (b) provide sufficient guidance to allow for coordination and validation of courses

    (c) leave colleges sufficient flexibility and room for manoeuvre.

53. We expect that some objectives will need to be described as a combination of experience and performance, others in terms of experience or performance only.

54. The term "experience" is intended to include certain college-based learning experiences (such as role-play or group activities), and also exposure to events (such as a public meeting). The term "performance" is also meant to be interpreted broadly. It could mean the demonstration of a skill, the ability to use a concept, the exhibition of knowledge, or the demonstration of a given attitude. Performance will imply observable behaviour, but not necessarily assessable behaviour.

55. In some areas of learning, mathematics for example, it will doubtless be desirable to specify an assessable level of performance which it is intended the student should reach and the existence of such a specification will help towards purposeful course planning and the currency of the qualification. In other areas, it may well be more appropriate to specify experiences, such as having had to "work in a task centred group, against certain time constraints, and to certain quality standards".

56. A judgement of the value and feasibility of a common core of learning is probably best based on an examination of the detailed illustration offered by Appendix I, rather than the more abstract description given here*.

57. In general terms our view is that the common core should constitute a substantial proportion of the programme (see para 66), and should include an initial induction phase, probably lasting 6-8 weeks, which should provide

- an introduction to the college, and the programme
- an introduction to various sectors of employment, and the opportunity to sample different work tasks

The core as a whole should provide opportunities for the young people to develop

- practical numeracy
- their ability to communicate
- their ability to learn from study, experience and colleagues
- social skills and understanding in a variety of contexts
- self confidence, self awareness and adaptability
- a variety of manipulative and physical skills
- their awareness of various technological environmental, political, economic and aesthetic factors which affect their lives
- a basis from which to make informed and realistic career choices

and it should do this in this context of their intention to enter the world of work in the near future.

VOCATIONAL STUDIES

58. These are studies and experiences related to a general area of employment to which the student had indicated an informed inclination. They should provide the opportunity to apply general skills in this more specific context, and also to acquire any additional capacities and experiences particularly relevant to the vocational sector concerned. For example, these could be opportunities to:

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*We would like to acknowledge the contribution made (whether knowingly or not) by many teachers, projects and course promoters to the content of Appendix I. Its presentation is intended to be specific rather than dogmatic, and is mostly newly collated rather than entirely newly created.

- apply and develop functional numeracy skills in connection with the field of employment
- similarly apply and develop communication and social skills
- investigate the technical, historical, social, economic and organisational background of the chosen vocational sector
- learn skills, tasks and practices associated with the field of employment

(It is of course the case that these opportunities exist in many present courses).

59. We argued earlier (para 17) that the definition of "vocational sector" or "field of employment" should be left to the college. It may well be that in certain circumstances the delineation should parallel that made between college departments. Labels such as "engineering" or "office studies" may also be the ones with which students most easily identify. On the other hand, care should be taken that the traditional syllabus content of more established vocational courses does not dominate the curriculum of "vocational studies", at the expense of an up-to-date and realistic analysis of demands which are made on young people now entering that sector. Present and predictable changes in technology, a possible relative growth in the amount of employment offered by small firms, and the fact that some of the young people will experience a number of job changes, or become self-employed, are all factors which emphasise the need for a re-appraisal of existing curricular patterns, and for decisions to be made in the light of thorough and knowledgeable analysis and diagnosis of the local labour market (see para 14). This does, of course, throw an additional burden on colleges and their staff, but the results may emphasise groupings of skills that cut across departments and the "subjects" that are central to them.

60. Whatever the basis of the college's decision, we would expect a validating agency to be supplied with evidence by the college illustrating how those opportunities described in para 58 are to be given to students in each sector or field of employment.

JOB-SPECIFIC STUDIES

61. These should provide opportunities to learn some of the skills and practices of a particular job (eg garage hand, carpenter, typist) or limited range of jobs.

62. It must be realised that it is not possible for a course of this type to produce fully trained young people. Its function is rather to provide a good basis for, and willingness to undertake, further specific training.

The task skills we have in mind (eg operating a duplicator, bandaging a wound, making a joint in pipework, changing a component) would be the same as some of those acquired by skilled personnel, and would have the virtue of being obviously relevant to real jobs. However, in addition to possessing a far wider range of such skills, a fully trained person also acquires them in association with a "job culture" which is incalcated over the period of formal training.

63. The nature of the job-specific activities offered will depend on achieving a balance among such things as: the jobs which are likely to be available; what the college is equipped to teach; whether the student is willing or able to move to other areas of the country to work; and what the student finds motivating. The extent to which a pre-vocational course should seek to include such studies, and the depth to which they should be pursued, depends on a judgement which has to take account of certain risks and advantages. Some of the factors a college will wish to consider are shown on the following page.

64. As paragraph 66 makes clear we advocate that a limited period of time be spent on job-specific studies within the basic course (though there may be additional opportunities provided, where necessary, outside it). The motivational and other advantages favour its inclusion, and the notes could be minimised by emphasising the achievement of those generally applicable and transferable skills and capacities which may be developed even on specific tasks.

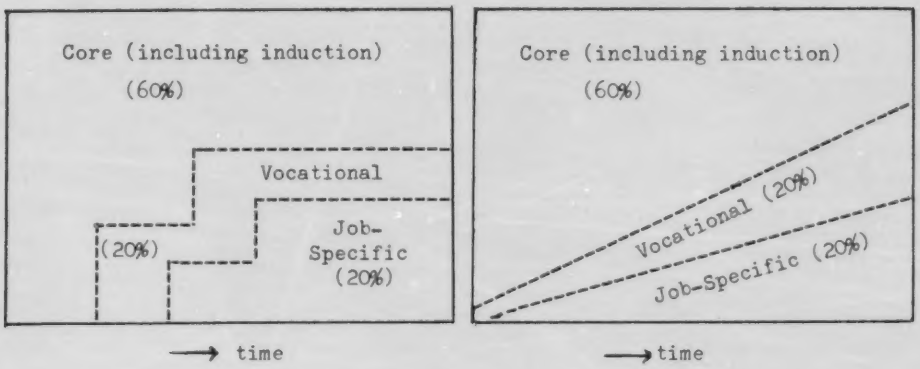
65. As in the case of vocational studies, we would expect the validating agency to require the college to provide information as to how this part of the curriculum was to be implemented, and how it corresponded to appropriate job descriptions.

Factors To Be Considered In Providing Job-Specific Studies

Potential Advantages	Possible Risks
-the motivation of the students may be maintained and enhanced by activities relevant to a future job of their choice, particularly if the studies come later on in the course	-the job skills chosen by the student or available in the college may not be those in demand on the local employment market
-the inclusion of such studies may make it easier to relate the course to established schemes and hence to gain credit for experience and attainment	-too narrow a specialisation may reduce the flexibility of the student when considering possible types of employment
-employers may value the ability of a new employee to perform some job tasks without extensive initial training and appreciate the evidence provided of his or her ability to learn similar skills.	-however keen the student is, to allow him or her to follow the specialisation of his/her initial (possibly uninformed) choice, without the opportunity for reflection and the realistic consideration of alternatives, might be to compound an initial error.

BALANCE OF ELEMENTS IN BASIC COURSE

66. This might be represented by either of the following diagrams:



The proportions given must be notional since it will be evident from the description of the three elements that the distinction between them will not always be clear-cut. An examination of the core objectives given in Appendix I will also emphasise that it is possible to achieve some objectives in relation to, for instance, a study of society at large, a particular sector of employment, or a specific job. Conversely, of course, some learning activities (a project for instance) may contribute to more than one element.

67. Course designers and organisers will have their own decisions to make about which sub elements they will need to time-table separately, and which they will integrate, and this will naturally depend on their local facilities, staffing arrangements, the students' interests, and so on. For instance, some organisers might choose to timetable sessions on everyday economics, using them also to develop and rehearse certain numeracy skills. Others might wish to time-table numeracy and "reading graphs" as part of a communications workshop, but use material in the workshop which gives economic insights and information. See also Appendix II which provides some illustration of alternative approaches.

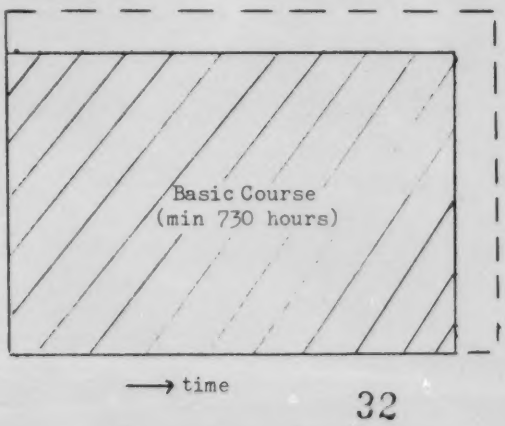
68. Nevertheless, some general guidance is needed as to balance, and is indicated by the diagrams. The diagrams also show core studies continuing throughout the course, and incorporating an initial induction period (to the college, the programme and types of work). Vocational and job specific studies increase in importance as the course progresses, this being designed to reflect an increasingly clear vocational preference on the part of the students.

DURATION AND TIMING

69. We suggest that a requirement should be that the "basic courses" should occupy a minimum of 730 hours in one year, and that they should be designed around fixed entry and exit points. However, we do not envisage that central validating need involve nationally coordinated end-tests, so standardisation of calendar dates for start or completion should not be necessary.

70. By "basic course" is meant that which comprises the core studies, vocational studies and job-specific studies. Some colleges will wish to use all 1,000 or so hours available in an academic year for these studies. Others will wish to allow for such things as diverse work experience in the final year, or personal student activities such as drama or sport throughout the year, or similar time spent on the obtaining of first aid, typing or academic certificates. Although these activities could be integrated into the basic course, catering for diverse student needs may not make it possible or desirable to do so.

71. The position of the basic course within the whole may therefore be represented by the following diagram



TEACHING/LEARNING METHODS

72. Because some of the objectives we recommend for inclusion in the common core are described in terms of experiences, we are already giving an indication of the kinds of learning activity which we think should be included in these courses.

73. In addition, many other objectives both within the core and in the rest of the course will be concerned with process or student skills (with respect to communication, group-work, vocational tasks, and so on).

Here too, the formulation of the objective tends to emphasise the importance of certain methods, whilst leaving subject matter more open.

74. Some of the core aims have been interpreted in a way which implies the need for counselling of various kinds - in connection with career choice, learning styles and the ability to transfer skills and learn from experience, for instance. Although many experiences have been prescribed work experience itself has not. This is because it may not always be possible to arrange suitable placements at the appropriate time, and we consider that students should not be deprived of a locally available course on those grounds. However, this is not to underestimate the potential importance and value of work experience. If it could be arranged, some work experience would serve both as a useful vehicle for some objectives, and as a source of material and experience on which the rest of the course could draw.

75. We hope that it is clear that, with respect to the common core, we do not intend our checklist of objectives to be read as a teaching scheme. Sometimes a method will be indicated, and sometimes content, but what obviously has to be left to the judgement of the teacher is how they are to be related. It is naturally to be expected that, where possible, such things as communication skills, study skills, and vocational skills will be practised in relation to the information acquisition and other activities that are also recommended. We would also like to emphasise that although the core has had to be analysed and grouped into descriptions of "student performance" and "experiences to be offered", we realise how much is left to the art of the teacher in synthesizing these again into coherent and workable learning activities for the young people they know.

76. The teaching/learning methods used in the vocational and job specific studies should obviously reflect those advocated for the common core. If this were not the case, then the coherence of the course as a whole would be impaired. Some of the core objectives/experiences (those relating to aims 7 and 12 for instance - see Appendix I) have implications for the method of approach in all studies. In any case, many of the young people will find the more general core objectives most accessible when approached through specific and practical activities - some of which may occur elsewhere in the course. In general, we are assuming that participatory learning activities will be more effective than passive reception of subject matter. We are sure that the process by which things are learned, and the skills and concepts underlying them, will often be more important that the information involved.

ASSESSMENT

77. An earlier section of the report has referred to the large number of young people on one year 16+ courses who take, often unsuccessfully, "O" level examinations. The attraction of nationally accredited examinations for young people, parents and employers cannot be denied and the Study Group has earlier identified as one of the essential elements of the design of a 16+ curriculum a degree of national currency.

78. Such public recognition will inevitably be based as much on some form of nationally approved certification as on the quality of curriculum.

79. It would also follow that such certification would in turn have to be based on a nationally approved system of assessment, and although there are some dangers to be avoided, the Study Group was of the opinion that assessment of performance on the course was necessary.

80. A complete technical description of a system of assessment which could receive national recognition is beyond the scope of this report, and the development of such a system would need to be an essential part of any pilot study established to test the report's recommendations.

81. It is necessary, however, to indicate the basis of the kind of assessment that the Study Group feels would be compatible with the curriculum structure we have proposed. Essential features are:

i) apart from possessing an optimum blend of validity and reliability, any assessment scheme should serve the curriculum and not dominate it

ii) because of our stated preference for a variety of local curricula the scheme will have to be based largely on internal assessments. To achieve national acceptability, however, some form of external moderation will have to exist. Furthermore, basic guidelines to colleges will also be required

iii) for the certification to be acceptable, levels of competence related to many of the performance-related objectives of the common-core will have to be measured. The corollary of this is the possibility that some students may not attain these levels of competence before the end of the course

iv) not all of the educational experiences will lend themselves to objective assessments of competence and some areas of assessment will do no more than record experiences to which the student has been exposed

v) the assessment system should be formative wherever possible, thus allowing both the student and teacher to benefit from feedback from each other.

82. In order to provide for the sometimes conflicting requirements of validity, reliability, flexibility, comparability, competence grading, experience recording and formative assessment, the Study Group is of the opinion that a form of profile reporting which incorporates some grading will be necessary. Since a profile records assessment, rather than being a form of assessment in itself, it will be compatible with different techniques which may be used in the course to assess specific areas. The results of assessments would be used as evidence for the profile.

83. The structure of the profile could be the subject of national guidelines and the terminology of assessment to be used should reflect both the objective and subjective nature of the respective assessments. Some aspects of the profile could be constructed by the student on a self-assessment basis but this would require careful piloting. It will certainly be desirable for much of the profile to be completed on the basis of discussion between teacher and student.

84. The possibility of external moderation will be dependent largely on whether the common core is adopted by examining and validating bodies. In addition to periodic moderation an overall monitoring and evaluation of schemes would be helpful, and mechanisms for this should be developed.

85. Appendix III illustrates some possible approaches to the use of assessment profiles to record student activities and attainment.

PART 5 SUMMARY AND RECOMMENDATIONS

86. This report advocates and describes a curriculum structure which comprises a well-defined common core and deliberately less well defined areas calling for general and specific vocational studies.

87. We are not advocating a new course, but rather a set of criteria which provision should satisfy, and which should be nationally recognised. It is important that the proposals are implemented in such a way as to contribute to the rationalisation of existing provision, and not simply to add to the plethora of existing courses.

88. The curriculum structure attempts to satisfy the need for flexibility, transferability and currency, whilst coping realistically with certain operational constraints and the likely range of student abilities and attainment. We were anxious to avoid the trap of making neat and comprehensive proposals which would never be put into effect because of unrealistic demands on resources, organisation or expertise. We hope to have done this without accepting too easily that existing approaches should not be changed.

89. The structure embodies certain principles. One is that a system of provision is needed which whilst not requiring an initial vocational commitment from the student, nevertheless encourages the development of a realistic vocational focus as the course progresses . Another is that young people who find a vocational interest a more congenial vehicle for learning than academic subjects, should receive equal public recognition for attainment equivalent to that achieved by the academic route, and should not have their options for future movement and development unnecessarily restricted. A third is that while the attainment of certain levels of performance in basic skills is important for the young person and his or her job prospects, so is the opportunity to participate in certain learning experiences.

90. The suggested common core of learning therefore has aims which reflect the consensus view about the kind of general education to which all members of the age group have a right. Also suggested are performance objectives and learning experiences that while clearly contributary to their aims are demonstrably relevant to the young person's future adult roles, and make use of his or her motivation to succeed in them. We think that a profile system is the most appropriate means of recording assessment of both the common core and the vocational and job-specific studies.

91. The specific proposals for the common core and assessment have made use of much of the experience and expertise of those individuals and agencies already involved in this area of work, and we acknowledge our debt to them. We are also aware of the further testing and development that remains to be done, and that there is some urgency.

92. It is essential to provide some form of nationally organised validation if the necessary coordination between schemes is to be achieved. We hope to have given a basis for such validation by our description of a curriculum structure, whilst enabling the necessary flexibility and room for operational manoeuvre at college and other levels to be retained.

93. The Study Group believes that the proposals made in this report could provide a means of reducing the present degree of confusion in this area, increasing the chance of recognition of the courses by employers and others, and reducing the significance of overlap in provision. At the same time, they would maintain the ability of courses to reflect variations in student need, and make it possible to fill any gaps in provision without creating more confusion.

94. Finally, these proposals need to be related to general policy with regard to the education and training of the 16-19 age group. It is hoped that the report makes a constructive contribution to this developing debate.

95. Our specific recommendations are as follows. The numbers in brackets refer to the paragraphs in which the proposal is discussed.

A. Having examined existing provision, we find there is a need for nationally recognised criteria against which existing or planned schemes can be tested. Our view as to the main criteria is given in paragraphs B - F below. (27-30)

B. Courses should be designed to last up to one-year (about 1000 hours), a minimum of seven hundred and thirty hours being spent on the basic course, as defined in D. below. Colleges should have some freedom of action in the use of the remaining time. (69-71)

C. The first six to eight weeks of the courses should be devoted to an induction phase, after which the rest of the curriculum can assume at least a provisional vocational preference on the part of the student. (18-20)

D. (i) The courses should share a common core of learning, which is expected to occupy between 50 and 60% of the basic course-time (ie about 400 hours).(30-31)

(ii) This core should be specified in terms of a combination of expected student performance and opportunities for experience from which the students can learn. (Detailed recommendations as to the possible content of this core are made in Appendix I). (48-57)

(iii) Of the remainder of the basic course time, about half should be concerned with vocational studies (related to a general area of employment), and half with job-specific studies (which provide the opportunity to learn skills and practices of a particular job, or limited range of jobs). (66-68)

E. The teaching and learning methods adopted throughout the courses should encourage adaptability, a general ability to learn, and the identification of generally applicable capacities together with the ability to apply these in new contexts. (72-76)

F. The final assessment of students enrolled in the courses should be presented in the form of a simple profile, which will record the results of any formal or objective tests of appropriate attainment, as well as evidence derived from course work and from the subjective evaluation of other relevant abilities. It will also serve as a general indication of the activities undertaken by students during the course. (77-85)

G. Schemes for post-16 pre-employment courses may be designed at local, regional or (in part) national levels in order to maintain the necessary flexibility in provision. The countervailing need for co-ordination and currency implies a requirement for an agency or agencies at national or regional levels to validate provision in relation to the nationally agreed criteria. (31, 43-46)

APPENDIX I - THE COMMON CORE

INTRODUCTION

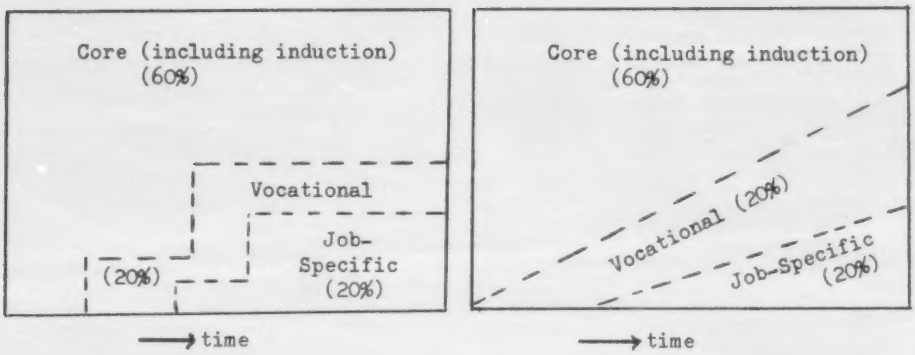
This appendix is not presented as a definitive description of the proposed common core. It is an exemplification of the core, which is offered to provide a focus for debate. It has been developed over a short period of time, and doubtless has inadequacies. However, it is hoped that by not confining ourselves to generalities we have provided an opportunity to test and develop the acceptability and validity of a common core of learning in this context.

It has already been stated in our report that learning in connection with the common core should occupy 50-60% of the basic course time. We repeat here some of the points made about the core in the main report, for ease of reference.

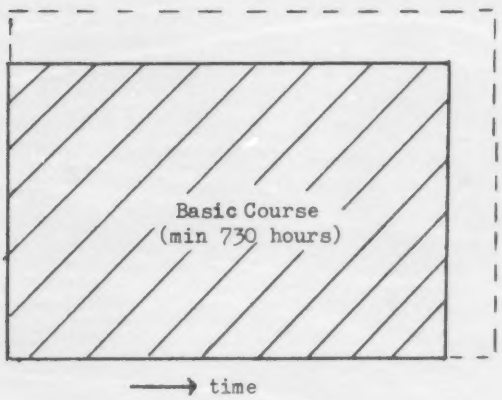
The diagrams overleaf were used to illustrate the balance between the core and the rest of the "basic course", and to show the possible relationship between the "basic course" and the total amount of student time available.

The proportion of time to be spent on the three areas are given as a necessary guide, but the dotted lines indicate that the divisions are somewhat notional. It will be evident that there are many ways of structuring a course in order to achieve these objectives, some of which are illustrated in Appendix II. In some cases, an activity which is primarily intended to be part of the vocational or job-specific elements of the course may also contribute to some of the core objectives, and vice-versa. Also, within the core, a given learning activity will often contribute to more than one aim.

Basic Course



Full Course



We decided to describe the curriculum of the common-core we recommend in terms of a checklist:of:

(a) those experiences from which we think students should have had the opportunity to learn;

(b) the nature and level of performance we think students should be expected to achieve.

We feel this approach has the necessary potential to

(a) allow a full range of types of learning to be described;

(b) provide sufficient guidance to allow for coordination and validation of courses;

(c) leave colleges sufficient flexibility and room for manoeuvre.

Some objectives are described as a combination of experience and performance, others in terms of experience or performance only.

The term "experience" is intended to include certain college-based learning experiences (such as role-play or group activities), and also exposure to events (such as a public meeting). The term "performance" is also interpreted broadly. It can mean the demonstration of a skill, the ability to use a concept, the exhibition of certain knowledge, or the demonstration of a given attitude. Performance implies observable behaviour, but not necessarily assessable behaviour.

In some areas of learning, mathematics for example, it is desirable to specify an assessable level of performance which it is intended the student should reach, and the existence of such a specification should help towards purposeful course planning and the currency of the qualification. In other areas, it is more appropriate to specify experiences, such as having had to "work in a task centred group, against certain time constraints, and to certain quality standards".

We should emphasise that this analysis of common core objectives and experiences is not intended to represent a teaching scheme.

After some brief comments on the induction phase, a list of aims for the common core is proposed, and then more detailed objectives and learning experiences are described.

INDUCTION PHASE

It will be clear from the main body of the report that we envisage any course in this area needing to start with an induction phase, probably occupying the first 6-8 weeks. The function of this phase is to introduce the young people to the course and the college, and to provide a basis for the students' indicating a vocational preference through which to follow later parts of the course. Its primary content is to be found by grouping together those objectives and experiences which occur under aims 1, 2, 3 and 7, and are labelled as being "PART OF INDUCTION PHASE". Some of the basic literacy and numeracy objectives under aim 6 will also be relevant.

It will also be the case, of course, that activities in connection with these labelled objectives will continue into later phases of the course, and that other learning activities may occur during induction.

In most cases, a significant part of the induction phase will probably be organised around some fairly substantial job or tasks "sampling" activities. This, together with investigations of different types of working situation would provide a vehicle for most of the required objectives and experiences.

AIMS OF THE COMMON CORE

The curriculum should attempt to bring about:

1. an informed perspective as to the role and status of a young person in an adult society and the world of work

2. a basis from which the young person can make an informed and realistic decision with respect to his or her immediate future

3. a continuing development of physical and manipulative skills, in both vocational and leisure contexts, and an appreciation of those skills in others

4. an ability to develop satisfactory personal relationships with others

5. a basis on which the young person acquires a set of moral values applicable to issues in contemporary society

6. a level of achievement in literacy and numeracy appropriate to ability and adequate to meet the basic demands of contemporary society

7. competence in the variety of study skills likely to be demanded of the young person

8. a capacity to approach various kinds of problems methodically and effectively, and to plan and evaluate courses of action

9. sufficient political and economic literacy to understand the social environment and particpate in it

10. an appreciation of the physical and technological environments, and the relationship between these and the needs of man in general and working life in particular

11. a development of the everyday coping skills necessary to promote self-sufficiency in the young people

12. a flexibility of attitude and willingness to learn sufficient to cope with future changes in technology and career.

OBJECTIVES OF THE COMMON CORE

The prescribed objectives are described in terms of a combination of observable performances to be expected of students and learning experiences which they should be offered. The right hand column on each page is not prescriptive, but offers illustrations, examples and suggested methods.

For convenience, the objectives are grouped under the headings of the core aims. Some referencing has been used to indicate where an objective/experience may contribute to another aim. The grouping of the objectives/experiences is not intended to represent, necessarily, the order or organisation of the learning. Neither does the number of objectives in any group necessarily represent weighting. Some difficult, time-consuming and important activities may be stated quite briefly.

The Study Group would like to acknowledge the assistance given by many FE teachers, and gained from many existing schemes, in the formulation of these objectives. Special thanks are due to Ruth Silver, Rob Bowes, and Mike Norman, who contributed on specific areas, and Beryl Pratley and Malcolm Clare who, in addition, helped put the whole thing together.

AIM 1 To bring about an informed perspective as to the role and status of a young person in an adult society and the world of work.

Objectives/Experiences	Commentary
The students should	
1.1 Describe a typical organisational structure of at least 2 different types of workplace or organisation, and relate this structure to their respective functions	This should include: identification of component functions (eg. sales, store-keeping, production, maintenance, professional services, administration, book-keeping) and who performs them (eg. a department v one man as part of his job) distinguishing between large and small-scale organisations, and productive and service industries (eg. garage and clothing factory) PART OF INDUCTION PHASE
1.2 Visit a place of work, relevant to their interests, and describe a) the working conditions and tasks of new entrants b) the range of decisions which can legitimately be made by these young workers c) to whom they are responsible d) with whom they have regular working relationships e) training and career prospects; entry requirements	The information should, preferably, be gained by interviewing young workers, perhaps using a tape recorder or questionnaires (ref Aims 3 and 6.2) PART OF INDUCTION PHASE

Objectives/Experiences		Commentary
1.3	Interview at least two adult workers about their entry to working life and the factors which influenced their subsequent job progress	eg. relatives, friends or workers in jobs of interest (This may best be done in pairs if strangers are to be interviewed). PART OF INDUCTION PHASE
1.4	Make comparison of different working situations, using the information gained by themselves and others	Students might compare notes in discussion, with regard to both similar and different jobs. Note should be taken of any variations in perception or experience due to differences in the cultural background of those interviewed. There may be a need for tutors to compensate here for lack of information due to inadequate interviewing skills. PART OF INDUCTION PHASE
1.5	Describe the relevant trade union organisations within a particular firm or organisation, and their method of operation; identify and discuss any differences between the systems observed, and the significance and functions of trades unions in general	Students should be able to use correctly such terms as : differentials, collective bargaining, closed shop, shop steward

	Objectives/Experiences	Commentary
1.6	Describe the basic management structure within a particular firm or organisation; identify the channels of communication to and from the young workers, and the area of responsibility of their immediate supervisors	eg. whom to see about a day off, faulty equipment, pay queries. Who has the authority to give instructions and about what?
1.7	Use the knowledge and insights gained as a basis for analysing factors influencing job choice, job satisfaction and relative rewards	eg. (factors influencing rates of pay) skill, unionisation, social status, difficult conditions, age, qualifications eg. (factors influencing job satisfaction) responsibility, prospects, social environment, usefulness, wage levels A suitable method might be for students to rank a list of jobs according to a selection of factors, and then to discuss the differences between their own judgements and the actual position as reflected in wage rates, etc.

Many of these objectives may be achieved simultaneously with some of those in 9.2 (politics), 9.12 (economics), 10.4, 10.5 (technology), 2 (career choice) and 6.2 (communication skills).

AIM 2. To provide a basis from which a young person can make an informed and realistic decision with respect to his or her immediate future.

Objectives/Experiences	Commentary
The students should	
2.1 Participate in the construction of self-profiles, which analyse and evaluate their own characteristics, preferences and capabilities	eg. ability to relate to colleagues or strangers, physical fitness, willingness to travel, reaction to routine, aptitude for calculation, any sensory or physical disabilities (ref 3.1) PART OF INDUCTION PHASE
2.2 Present their self-profiles to colleagues and compare them with those of the rest of the group	including: checking self-image against the perception of others; comparing the reactions of others to similar factors. This may enable the teacher to establish a group identity, and the students to gain practice at relating to others in a group (ref 6.2.15) PART OF INDUCTION PHASE
2.3 Obtain, by a variety of means, information on the characteristics of the range of job opportunities available to them and how to gain access to these opportunities	eg. (characteristics) entry qualifications, working conditions, training, prospects, job location eg. (methods) consulting reference books, interviewing people, visiting job centres, listening to local radio, consulting careers officers (ref. 6.2.4, 6.2.5) PART OF INDUCTION PHASE

	Objectives/Experiences	Commentary
2.4	**Relate this information to their own profiles, and discuss the alternatives open to them**	Use could be made of the careers service here, and attention paid to changes in the students profiles during and since their time in school. Care may be needed to avoid sex-stereotyping. PART OF INDUCTION PHASE
2.5	**Recognise the risk of future unemployment, understand its causes, and know the steps they can take to mitigate its effects on them personally,** (including knowledge of government schemes, voluntary opportunities, entitlement to benefit, the possible advantages of mobility and the possibilities of self employment)	eg. (causes and risks) decline of industries, and regional variations in job opportunities; technological developments (ref 10.5, 10.1) eg. (schemes and opportunities) YOP and FE courses; useful unpaid work (CSV, local hospitals and community projects); social security regulations; the possibilities and difficulties of moving to another area; the possibilities of co-operatives and the knowledge and skills necessary to advertise and sell one's own labour, or to set up one's own business (ref 11.5, 8.2)
2.6	**Experience at least 3 different types of task, and evaluate their responses to them**	eg. a heavy physical task (mixing concrete), manipulative task (assembly work), clerical task (filing). They should preferably come from more than one sector of employment. This job sampling may well be conducted in conjunction with the activities required under Aim 3.

AIM 3. To bring about continuing development of physical and manipulative skills in both vocational and leisure contexts, and an appreciation of those skills in others.

Introduction

Work in connection with objectives 3.1 - 3.4 in particular, will form part of the Induction Phase but all the objectives in this section should be worked towards throughout the year and also in the course of vocational and job specific studies.

Objectives/Experiences	Commentary
The students should	
3.1 Develop an awareness of their physical and manipulative abilities through experience of both vocational and leisure activities, and understand the implications of these for future job choice	This is a general objective to which much of the practical activity in the course should contribute. It should also influence the self profiles (ref 2.1, 2.2). The leisure activities should include a choice of group and individual activities designed to satisfy a variety of student preferences (team games, gymnasium activities, dancing, pottery, etc) PART OF INDUCTION PHASE
3.2 Experience the physical demands of some occupations, assessing (a) their reactions to physical conditions and (b) their ability to learn to cope with them	eg. guided experience of being out of doors, standing, lifting and carrying (in the course of workshop activity, as an approach to physical education, etc). PART OF INDUCTION PHASE

	Objectives/Experiences	Commentary
3.3	Experience the manipulative demands of some occupations, assessing their reactions to these demands, and their ability to learn to cope with them	eg. handling/constructing laboratory apparatus, making small-scale constructions, working accurately, working at speed PART OF INDUCTION PHASE
3.4	Experience the effect of working for an extended period of time between breaks, and the demands made on their concentration and physical stamina	work-place sessions as opposed to school periods PART OF INDUCTION PHASE
3.5	Perform tasks to a set standard and in a given time, working co-operatively when appropriate	including appreciation of - the difference between the application of set standards at work, and the "grading" of tasks by teachers in schools, - the need to "pace" one's effort, - the need to protect the safety of colleagues
3.6	Understand the properties and uses of a range of materials, and practise using a variety of tools and processes appropriate to these materials	eg. wood, paper, metal; cutting, joining, assembling, copying; appropriate safety procedures - all in the context of vocational and creative leisure activities (ref 10.4)

	Objectives	Commentary
3.7	Work on tasks where measuring and estimating of materials and time are required, to ensure accuracy and precision	eg. typing, picture-framing wallpapering
3.8	Work on tasks where aesthetic judgements of shape and colour are required	eg. choosing materials or designing for appearance as well as strength; painting for appearance as well as protection
3.9	Observe a skilled practitioner at work, in an area of their choice, and appraise the judgement and skills involved	eg. (areas) typing a letter; panel beating; connecting a tap; bathing a child; plastering; "throwing" a pot. Social and aesthetic judgements may also be involved, as may the ability to plan (ref 11.2) The appraisal is probably best developed through group discussion

AIM 4. To bring about an ability to develop satisfactory personal relationships with others.

	Objectives/Experiences	Commentary
The students should		
4.1	Experience, directly and vicariously, a variety of personal encounters and a range of responses in them	eg. (encounters) receiving instructions; being asked for help; receiving a complaint-in direct experience (such as those involved in 1.2 and 1.3), role-play, film or literature eg. (responses) aggression; sympathy; evasion
4.2	Describe several patterns of behaviour, and analyse the inter-action in terms of the roles of those involved	eg. (patterns) use of authority or status; effect of aggression or appeasement; use of reason or emotional pressure eg. (roles) parent and child; supervisor and worker; student and teacher
4.3	Identify and practice alternative responses	eg. being aggressive, conciliatory, submissive, understanding, distant - probably in role-play - (possibilities of video)
4.4	Consider the merits of these responses in various situations, and with regard to various types of encounter	eg. dealing with authority, the family, the peer group, individuals of the opposite sex (probably through group discussion) (ref 5.5)

	Objectives/Experiences	Commentary
4.5	Predict the changes in role likely to occur for them in the near future	eg. student to wage earner, child to parent
4.6	Be aware of contemporary social conventions in various contexts likely to be met, and be able to adopt behaviour appropriate to their own goals	eg. at work, eating out, in a library; self- presentation at interview; attitudes to those in authority; language and behaviour whilst in contact with the public (ref 5.4)
4.7	Describe some of the categories by which they classify other people, and become aware of the indicators they and others use to allocate individuals to a category	eg. (categories) old/young; friendly/unfriendly; kind/ unkind; social classes, cultural groups, sexes eg. (indicators) dress; accent; non-verbal behaviour

AIM 5. To provide a basis on which the young person acquires a set of moral values applicable to issues in contemporary society.

Objectives/Experiences	Commentary
With reference to (a) their present situation (b) a predictable future working situation (c) some wider current issues	
The students should	
5.1 Be prepared for common moral dilemmas	eg. individual v group loyalty, what constitutes "stealing" at work, quality of workmanship, tax evasion, "a fair day's work for a fair day's pay", sexual or racial discrimination
5.2 Give reasons for certain moral "rules" and decisions	eg. keeping promises, returning lost property, being faithful
5.3 Apply relevant moral terms to specific situations	eg. integrity, corruption, cheating fairness, in contexts such as sport, examinations, strikes, "perks" at work
5.4 Describe the prevailing moral code of given groups	eg. cultures ages, social groups, occupations (eg. soldiers, doctors sexes)
5.5 Formulate their own codes of behaviour in relation to certain issues and dilemmas, coping with clashes of principles	eg. honesty versus loyalty, in relation to issues such as those described above

Objectives/Experiences		Commentary
5.6	Describe and analyse the moral consequences of actions	eg. driving without insurance, the conception of a child, concealing information at interview (ref 9.1.4 also)

It is anticipated that many of these objectives (especially perhaps 5.1, 5.3 and 5.6) might be dealt with in the course of such things as practical sessions, or discussions about economic issues or work experience.

AIM 6. To bring about a level of achievement in literacy and numeracy appropriate to ability, and adequate to meet the basic demands of contemporary society.

	Objectives/Experiences	Commentary
6.1	Numeracy The students should be able to	
6.1.1	Add, subtract, multiply and divide whole numbers, basic fractions and basic decimals	
6.1.2	Given an awareness of their own abilities and future needs, decide when to use calculators, tables, pencil and paper or mental arithmetic, and be prepared to learn any required techniques	What does their intended job required (a) of necessity (b) for convenience? What are their personal needs?
6.1.3	Interpret place value	
6.1.4	Convert fractions to decimals and vice-versa	
6.1.5	Use standard units of measurement, read graduated scales, and make approximate conversions between imperial and metric units	eg. through the interpretation of plans and preparation of materials in the course of a project (ref 5.3, 5.4)
6.1.6	Read the 24 hour clock, and train/bus timetables. Make estimations of time	eg. planning journeys. (ref 8.2)
6.1.7	Interpret and use tables of figures	eg. bank statement, temperature conversion, football results

Objectives/Experiences		Commentary
6.1.8	Make approximations and estimations, and assess the accuracy of results obtained by a calculator	
6.1.9	Apply and interpret ratio and proportion	eg. preparing mixtures, scale on maps, wage increases
6.1.10	Calculate averages	eg. average wage rates
6.1.11	Calculate percentages	eg. VAT, discounts, tax rates
6.1.12	Make elementary algebraic substitutions	eg. using a formula to determine one unknown
6.1.13	Describe the properties of common shapes, and measure angles	
6.1.14	Make calculations of perimeter, area and volume of right-angled figures, circles and cylinders	eg. estimating quantities of materials
6.1.15	Interpret and present graphs, charts and maps, choosing an appropriate form for their purpose	eg. understanding of gradient of axes; pi-charts, bar-charts etc in the context of newspapers, textbooks, student projects (ref 10.1)

6.2 Communication The students should

6.2.1	Read and understand data in a wide variety of forms and identify the points of a given text relevant to a particular purpose	eg. instruction manuals, notices, letters, labels (see also 6.1 and the rest of 6.2) eg. read a manual in order to know action to take in case of a breakdown

Objectives/Experience		Commentary
6.2.2	Be able to read and understand written questions and requests	eg. questionnaires, memos, worksheets
6.2.3	Be able to distinguish fact from opinion, identify emotive and ambiguous statements, and identify instances where expert advice is relevant to a matter of opinion	eg. sales literature (including comparison of products); political speeches (ref 9.1) eg. medical opinion on when to return to work (as opposed to an opinion on what is funny)
6.2.4	Find and use information from a variety of given sources	eg. dictionaries, catalogues, indexes, encyclopedias, etc (ref 9.16)
6.2.5	Listen to, and understand information and requests given orally.	(ref 3.5, 4.1)
6.2.6	Be able to communicate competently in written form; organise content, write effectively and with observation of the conventions of legibility, spelling, punctuation and grammar	eg. formal letters and reports, informal notes and messages
6.2.7	Explain and describe events, processes and opinions sensibly and clearly in writing	eg. accident reports, operating instructions, arguing a case
6.2.8	Make notes for own use	eg. on visits, from books, during talks

Objectives/Experiences		Commentary
6.2.9	Be able to express tabular or graphic data in written form or vice-versa	eg. diagrams, charts, sketch maps, statistics (ref 10.1, 10.3)
6.2.10	Fill in forms correctly	eg. driving licence applications, job applications, insurance claims
6.2.11	Speak audibly and give clear verbal explanations of processes/opinions/ events to a variety of audiences	eg. friends, acquaintances, strangers, etc
6.2.12	Make a disciplined contribution to group discussion	eg. following some procedure; accepting and responding to others' views
6.2.13	Use the telephone effectively	
6.2.14	Experience and practice various kinds of verbal encounter, and evaluate their own strengths and weaknesses	eg. negotiating, advising, persuading, justifying; using simulations, role-playing, mock-interviews, etc. (ref 1.3, 4.1)
6.2.15	Experience membership of, and practice communication in, a variety of groups	eg. formal, informal; large, small; decision making, task-centred; competitive and co-operative (ref 9.2)
6.2.16	Experience various roles in these groups	eg. leader, recorder, participant, chairman

Objectives/Experiences		Commentary
6.2.17	Experience the communication requirements of certain jobs and evaluate their reactions to them, and their ability to learn	eg. with children; in an office; with customers; with VIP's (ref also 2.1, 2.3)
6.2.18	Participate in planning and creating an example of a particular form of communication, matching the form to the purpose	eg. TV (video) programme; audio tape; newspaper; exhibition
6.2.19	Critically appraise examples in a medium of communication with which they have experience	eg. TV, records, radio, books; identifying style, imagery, the message being transmitted, the audience for whom it is intended, influence of the technology, etc.

AIM 7. To bring about competence in a variety of study skills likely to be demanded of the young person.

It is suggested that these study skills should be introduced as a specific group learning activity early in the induction phase, but that subsequent practice should come from following the course itself. This practice should subsequently be reinforced and evaluated on a tutorial basis.

	Objectives/Experiences	Commentary
The students should		
7.1	Learn how to take notes, or use given notes for their own purposes	eg. when preparing an essay; when hearing a talk. Different strategies are possible
7.2	Know how to gain access to appropriate works of reference	eg. location in library; use of index
7.3	Appreciate when to "skim-read" and when to read for detail, and practice both techniques	
7.4	Practise discussions and questioning	eg. with teachers, with colleagues, with experts, co-operative learning
7.5	Gain some appreciation of effective learning strategies and how to deploy them for their own benefit in the planning of their learning	eg. aids to memory, such as mnemonics; simple psychology of learning, such as knowledge of learning plateaux, attention spans, and methods and effects of practice

Objectives/Experiences		Commentary
7.6	Experience a variety of learning situations and evaluate their reactions to them	eg. formal talks, group work, programmed learning, individual study with text books, using a library, role-plays and simulations; identifying which methods suit them best, for a given purpose (These situations will normally occur naturally in the rest of the course; a separate session may be required only to evaluate them)

AIM 8. To encourage the capacity to approach various kinds of problems methodically and effectively, and to plan and evaluate courses of action.

Objectives/Experiences		Commentary
The students should		
8.1	Examine and appraise given faults, problems or events, working individually or in a group, by	eg. faulty equipment, college over-crowding, a fall in sales, lung cancer
8.1.1	Thinking up alternative solutions or explanations	eg. "brainstorming" sessions in groups; listing alternatives without evaluation ("lateral" or "divergent" thinking)
8.1.2	Identifying what evidence would support a statement or a guess and what would cast doubt on it	eg. logical deduction of consequences, probable implications
8.1.3	Considering or eliminating alternatives, in a systematic way	the need to hold some variables constant or have a "control"; taking into account previous experience; the probability of certain causes; distinguishing between cause and correlation
8.1.4	Generalising as appropriate from previous experiences or data	including discussion of the degree of confidence which is justified, the effects of further evidence, etc (ref 4.7)

Special sessions in problem-tackling or scientific method may appeal to some students. Others will respond better if these objectives are dealt with in the natural course of activities and discussion occuring in the rest of the course. In the latter case, students should still be made aware of what constitutes a scientific approach, and in either case, experience should be given of problems which do not have one clear solution, as well as those which do.

	Objectives/Experiences	Commentary
8.2	Experience the process of planning an event or course of action, working individually and in groups by	eg. a journey by public transport, a visit to a factory, making an object, applying for a job, buying a vehicle
8.2.1	Identifying the nature of a problem, and collecting relevant information	factors involved; factual data available; sources of expert advice
8.2.2	Working out alternative strategies and predicting their likely outcomes	as a pencil and paper exercise; as a topic for group discussion
8.2.3	Choosing and implementing a plan, and adapting it to circumstances as appropriate	
8.2.4	Evaluating the effectiveness of the plan, and identifying lessons to be learned	student performance should be judged with regard to this, rather than success or otherwise of the plan

AIM 9. To bring about sufficient political and economic literacy to understand the social environment and participate in it.

Objectives/Experiences		Commentary
The students should		
9.1	Appraise a policy dispute by	Section 9.1 describes a procedure by which the political dimension of issues which arise during the course can be analysed. It is not intended that these objectives should be learned in isolation. The issues may arise among the students, or through an account in a case-study, the press, TV, etc.
9.1.1	identifying the cause of disagreement	eg. goals, values, methods (especially if allocating resources), results (ref 9.11)
9.1.2	saying what further information they need, and where it can be found	(ref 6.2)
9.1.3	identifying where and by whom any decision will be made	eg. in a local authority, by the housing committee; in the college, by the Academic Board
9.1.4	indicating who is likely to be affected by various policies and in what way	identify likely supporters/ opponents (ref 5.6)
9.1.5	describing alternative ways of influencing the decision, and evaluating their relative merits	eg. by forming pressure groups, writing letters, visiting, organising petitions, writing to newspapers; evaluating through discussion (ref 6.2)
9.1.6	describing the issue using some basic political terms	eg. conflict, power, consent-dissent, order-disorder, rules, compromise, consensus

	Objectives/Experiences	Commentary
9.2	Analyse and appraise some groups to which they belong, and describe the methods by which decisions are reached in them	eg. family, youth-club, class, student union; formal and informal groups.
9.3	Develop an awareness of the workings of formal decision-making groups by	ie. groups which have rules of procedure
9.3.1	experiencing membership of such a group	eg. class meetings, or in role-play simulation
9.3.2	experiencing/discussing different systems of voting	eg. for nationwide referenda, general elections, class representative, goal of the month.
9.3.3	listing the conventional order of items on an agenda, and explaining their meaning and usage	eg. minutes, standing items, AOB
9.3.4	visiting and observing a public decision-making body in action	eg. local council, college Academic Board
9 4	Gain a basis for evaluating national politics by being able to	
9.4.1	Name the major political parties, their leaders, and describe major and/ or distinctive items of policy	eg. analysis of statements, actions, manifestos (ref 6.2.3); critical evaluation of media reports
9.4.2	Describe, in general terms, how local and central govenment relate, and the role of the EEC	eg. probably approached through case study of a given issue

Objectives/Experiences		Commentary
9.4.3	Indicate which Department of Government are responsible for decisions which may affect the students personally	eg. fundings of the college, repair of roads, law on speed limits.
9.5	Check and explain a payslip	eg. deductions, tax-coding
9.6	Balance income against expenditure and keep necessary records	
9.7	Make value-for-money calculations and estimations	When shopping; various sizes of product, special offers in shops (ref 6.12)
9.8	Plan an estimated personal budget for a typical working week in their intended jobs	travel costs, meals, entertainment, accommodation etc (ref 11.5)
9.9	Describe the function and use of a bank account, the Giro, building society, HP and credit cards	comparative interest rates; conditions of use etc.

It is recommended that the achievement of the following objective be promoted through the use of a simulation or business game, which enables students to discover the various factors involved from experience or as a result of their own investigations (ref 6.2). Presentation of the material in the form of a series of lectures, or a conventional text book, would not be appropriate.

Objectives/Experiences		Commentary
9.10	Investigate how a business is run by identifying the factors involved in	
	(i) deciding what to sell	eg. market research, effect of competition, design of product
	(ii) choosing location	eg. availability of labour, raw materials, transport; location of customers and competitors
	(iii) borrowing money	eg. banks, shareholders
	(iv) employing people	eg. wages, national insurance, legislation
	(v) buying raw materials	examples from manufacturing and service industry
	(vi) calculating overheads	eg. rent, rates, advertising, office staff, maintenance, etc.
	(vii) selling product	eg. functions of sales staff, customer relations, determining prices
	(viii) calculating proft/loss	eg, simple accounting
	(ix) what happens to profit/ loss	eg. interest payments, taxation, reinvestment, dividends
9.11	Discuss the factors influencing the variable price of certain items, and arguments for and against state intervention	eg. houses, fresh fruit, fuel (ref 1.7)
9.12	Explain a selection of firms or organisations in basic economic terms	capitalist, cooperative, nationalised enterprises

	Objectives/Experiences	Commentary
9.13	Investigate the sources of central and local government income, and where it is spent	case studies, use of reference texts, interpretation of tables and graphs
9.14	Read some common legal documents and be able to answer simple comprehension questions on them	eg. guarantees, HP contracts, rental agreements (ref 6.2.4)
9.15	Visit a court of law, and discuss its procedures, personnel and atmosphere	(ref 8.2)
9.16	Demonstrate knowledge of their rights with respect to arrest and bail, by role-playing typical incidents and evaluating alternative courses of action	eg. an incident involving the police (a) when the individual has broken the law and (b) when the individual is in the right eg. discussion of principle v expediency, rights and duties; discussion with police representatives (ref 6.2.14, 4.4, 3.4)
9.17	Use a simple reference text to determine their rights/duties in specific cases relating to the law as it affects the consumer, the motorist, the employee	eg. NCCL guide, Department of Employment publication (ref 6.2.4)

	Objectives/Experiences	Commentary
9.18	Distinguish between criminal and civil law, know the usual order of proceedings through the courts, and compare the function of tribunals	Perhaps via case-studies
9.19	Be aware of sources of legal aid and advice	eg. legal advice centres; trades unions

AIM 10. An appreciation of the physical and technological environments and the relationship between these and the needs of man in general, and working life in particular.

Objectives/Experiences	Commentary
The students should	
10.1 Participate in a group conducted survey of local amenities, which identifies some characteristics of the locality	eg. surveys of leisure facilities, open or unused spaces, distribution of shops or industry (ref 6.1.15)
10.2 Visit a social welfare centre as a basis for discussing personal and community responsibility for others	eg. old folk's homes, centres for the handicapped, day centres (ref 4.1. 4.6)
10.3 Identify and assess the nature of environmental problems, through such issues as housing and transport	eg. (a) use local photographs, sketches and taped interviews to argue for and against various forms of housing (b) undertake a costing exercise of daily travel to support cases for and against private and public transport schemes (ref 6.2.18) referring to the notions of continuity, change, cause, effect, etc as appropriate (ref 8.1.4)
10.4 Examine at least two different industries or places of work, identifying	eg. a production and a service industry
(i) the enterprises, their use and dependence on energy	eg. what fuels are used, and for what, the ecological and environmental implication of their use

Objectives/Experiences		Commentary
(ii)	the production methods and materials which are used	eg. mass production, batch production, unit production; the processes which are mechanised and how this compares with the recent past and predictable future (ref 1.3); the effect on this of changes in materials
(iii)	the division of labour and the nature of individual jobs	eg. the effect of fully automatic, semi-automatic or manual control on the nature of jobs; the effect of the use of power, production methods and materials on working conditions, skills required, etc (ref 1.2)
10.5	Appraise the implications of some current developments in technology	eg. as observed in the above industries or as currently highlighted in the news. Discussion of economic, social environmental and psychological implications (eg capital investment required, scale/location of industry, effect on employment and ownership, pollution, power requirements, changes in status of jobs etc)

AIM 11. To bring about a development of the coping skills necessary to promote self sufficiency in the young people.

Objectives/Experiences		Commentary
The students should		
11.1	Be able to plan and prepare adequate meals	including budgeting, shopping and costing (ref 11.2)
11.2	Use and maintain everyday machinery and equipment	eg. fit an electric plug, use a launderette, iron a shirt. Willingness, and confidence, and a knowledge of how to learn these things are intended, rather than comprehensive practice
11.3	Apply simple principles of health-care, hygiene and physical fitness to their everyday lives	knowledge of the effect of drugs, (coffee, aspirin, tobacco, "hard" drugs etc); symptoms, prevention and treatment of common ailments and diseases; access to facilities and activities for developing and maintaining fitness (ref 3.2)
11.4	Practice simple first aid techniques	dealing with cuts, sprains, burns etc. Know when to call in expert help (ref 3.5)
11.5	Investigate and use sources of information regarding the finding and maintenance of accommodation	eg. use of press adverts, agencies; rental and purchase, regulations and procedures; do-it-yourself manuals (ref 6.2)

AIM 12. To bring about a flexibility of attitude and a willingness to learn, sufficient to manage future changes in technology and career.

Introduction

There may be said to be four elements necessary to produce this flexibility:

(a) Possession of commonly used and transferable skills and capacities
(b) Realisation of the need for flexibility
(c) Ability to identify the underlying principles of a process or activity
(d) Experience of and confidence in ones ability to transfer learning from one context to another

It is hoped that many of the transferable capacities - element (a) - are already embodied in the other core objectives. Element (b) will be encouraged by the economic and technological objectives included under aims 9 and 10. The need for (c) is part of the rationale behind the prescription of much experiential learning and project/case study/simulation activity in the core.

Element (d) entails the following general objectives, which will relate to much of the activity in the course as a whole, affecting the teaching approach as much as the content.

Objectives/Experiences		Commentary
The students should		
12.1	Whenever they develop a particular capacity in a given context	eg. measuring up; estimating materials; following an instruction manual; giving instructions; fault finding
12.1.1	Identify other contexts in which the capacity could be useful	eg. similarity between: assembly instructions and recipes; and adjusting bikes or sewing machines

Objectives/Experiences		Commentary
12.1.2	Be given practice at applying relevant aspects of previous learning to a new situation	Having identified a transferable skill, practise transferring and adapting it
12.1.3	Identify any other activities at which they are likely to be successful, on the evidence of this learning	As a contribution to the self profile (ref 2.2, 2.4). What do they enjoy doing? What kind of learning comes easily to them?

APPENDIX II METHODS OF ORGANISING/INTEGRATING CORE STUDIES

EXAMPLE A illustrates a situation where a learning activity integrates both core and non-core studies. This integration helps avoid the common core becoming a "course within a course", and appearing less relevant to the student than the job-specific studies.

On the other hand, the separate timetabling of core studies has the advantages that students who are focussing on different vocational sectors can be brought together to their joint benefit, and also that sizeable groups may occasionally be formed to make some large-scale group activities feasible, as well as justifying smaller than average groups for other sessions. **EXAMPLE B** illustrates some possibilities here.

EXAMPLE C illustrates how the possession of a given facility (a video Unit) might influence course planning, by the college.

CHART D shows, in the form of a matrix, some of those objectives listed under one aim that also have relevance to other aims. It illustrates in diagrammatic form the degree of cross referencing included in the commentary to the common core.

EXAMPLE A

A group of students on a field course worked at an industrial archaeology museum and site. Some of them were detailed to prepare parts of a water-wheel that had been found at a smelting mill. The wood was very rotten, had to be dried slowly, and then needed to be preserved.

The students' job specific studies were concerned with the techniques of glass reinforced plastics laminating ("fibre-glass"). To have coated the wood with fibre-glass would have spoiled its appearance, so resin and gell alone were applied. Even so, a technique had to be developed to avoid the final appearance being too shiny.

Another group had a different task. In the words of the report they made on the project:*

> "The task was the repair and renovation of iron shovels. These have rusted away, so that their original shape and purpose was not apparent. The renovation task was to replace the rusted portions with glass fibre in order to restore the original shape".
>
> (At this point in the original report there was an illustrative diagram)
>
> "This was done by placing the rusted tool in polythene sheeting, and applying glass-fibre laminates to the back of the iron tool. By dint of very careful application, it was possible, by trimming the dried laminate (which was coloured red) to show not only the original shape of the tool before rusting, but also the exact area of the remaining iron".

It is fairly easy to show that, had this project been part of one of the pre-employment courses we are considering, in addition to the job-specific technical skills and knowledge involved, contributions could have been made to some of the following elements of the common core.

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*With acknowledgements to Loughborough Technical College

3.6 - the properties and uses of materials

3.8 - tasks where aesthetic judgements are required

8.2 - planning and evaluating a course of action

11.1 - preparing adequate meals (if the field course involved self catering)

6.2.1.8 - devising an example of a form of communication (a field study report)

6.2.7 - explaining events and processes in writing

6.2.15 - experiencing membership of (task-centred) groups

In some cases, the project exercise may give practice, perhaps at a more sophisticated level, of techniques already studied in the classroom; in others, the project may be the source of motivation for subsequent development of skills back at the college. In a few instances (11.1 perhaps in this case) an objective or experience may be successfully achieved in the one exercise.

EXAMPLE B

A college might decide to make arrangements on two half-days each week during the induction phase, for students to go out of the college visiting places of work and interviewing workers, careers officers, etc. A further two half-days are allocated for workshop and other practical activities within the college, providing the sampling of 3 different kind of tasks required under 2.6.

These visiting and practical sessions can be integrated with a third timetable element - communication studies.

Thus students might sample certain clerical tasks in the college training office (2.6), and plan with their tutors a visit to a local commercial firm (8.2.1) and decide what questions they wish to ask when there (1.2). The planning of questionnaires, or the analysis of taped interviews, (6.2.8, 6.2.9, 6.2.14) would be undertaken in that week's communication studies, and in other sessions following the visits they might compare their perceptions of the working situations(in group discussions) with those of other students who sample different kinds of job (1.4). In the course of the discussions, the social convention of the work place (4.6) and some moral attitudes towards the "work ethic" (5.1) may also be investigated. It is probably too early in the course to get into such technological issues as production methods and the division of labour (10.4), though some of the ground may be prepared at this stage.

During the job sampling, the young people will be experiencing the physical, manipulative and other demands made by certain jobs (3.2, 3.3, 3.4) and evaluation of these will doubtless be encouraged by the office studies tutor. These activities will in turn be contributing to the development of a self-profile (2.1) which would either be undertaken as part of communication studies, or in a separately timetabled "careers education" slot.

EXAMPLE C

This college has an efficient and popular video recording unit, which is portable and can be operated by the students.

They decide to make a short documentary programme (6.2.18) about a local environmental problem (eg. a proposal to improve travelling times to the city centre by widening a residential road) (10.3). A production team is formed (6.2.16) and an outlined script produced (6.2.6). A schedule is drawn up for the making of the programme in the time and with the equipment available (8.2). It becomes clear that there is a lot of dispute about the proposed road, and that the problems involved are not just technical (9.1). Interviews are arranged with local people (6.2.13) and an attempt is made to produce a balanced argument on the issue (9.1.4, 6.2.3) and to convey the statistical evidence in an accessible manner (6.1.15 6.1.9).

AIMS

CHART D

OBJECTIVES	1	2	3	4	5	6	7	8	9	10	11	12
1.2										X		
1.3						X				X		
1.7									X			
2.1			X			X						
2.2			X									X
3.0	X											
3.1		X										
3.3											X	
3.4									X			
3.5						X					X	
4.1						X				X		
4.4									X			
4.6										X		
4.7								X				
5.3						X						
5.4				X		X						
5.5				X								
5.6									X			
6.1						X						
6.1.15										X		
6.2	X					X			X		X	
6.2.3									X			
6.2.4		X							X			
6.2.5		X										
6.2.14									X			
6.2.15		X										
6.2.18										X		
6.12									X			
8.1.4										X		
8.2		X				X			X			
9.1						X						
9.1.4					X							
9.11												
9.16						X						
10.1		X				X						
10.3						X						
10.4			X									
10.5		X										
11.2			X								X	
11.5		X							X			

In addition, Aim 12 connects with all the other aims, or could do so; most objectives could provide material for the numeracy and literacy objectives under Aim 6; the learning skills objectives of Aim 7 relate to the methods by which other objectives are achieved; there are some inter-relations to be made between objectives under the same aim.

APPENDIX III SOME POSSIBLE APPROACHES TO PROFILE ASSESSMENT

PART 4 of the Report has, in paragraph 73, enumerated the essential features of a suitable assessment. From these emerge the recommendation that a form of profile reporting, incorporating some grading, be piloted.

One example of a Profile Assessment System is that developed by the Scottish Council for Research in Education*. The general areas for report in this profile comprise SKILLS, SUBJECTS/ACTIVITIES and OTHER OBSERVATIONS. Typical examples of these are shown overleaf.

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*SCRE have kindly given permission to quote from their report. It is published as "Pupils in Profile", Hodder and Stoughton for SCRE (1977)

AN EXAMPLE OF A COMPLETED SCHOOL LEAVING REPORT USING THE FORM DEVELOPED BY THE WORKING PARTY FOR THE SCRE PROFILE ASSESSMENT SYSTEM

OTHER OBSERVATIONS

(includes other school activities, other awards and comments on positive personal qualities)

Royal Life-Saving Society - Bronze Medallion

Member School Photographic Club, School Debating Society

Member of School Skiing trip to Austria Jan 1976

She has been resourceful in finding costumes for the school play.

She has recently shown an appreciation and enjoyment of literature and has read widely outside the syllabus.

Works well on group activities; gets on well with both pupils and teachers. Readily accepts responsibility, particularly in social activities.

Notes

The grades A - D represent approximately 25% of the year group in each case.

The skill gradings represent a consensus derived from the individual ratings of each teacher's knowledge and reflect the standard obtained by the pupil with reasonable consistency.

All the information contained in this report is based on profile assessments contributed by each teacher on a continuous and cumulative basis, including observations of personal qualities and informal activities.

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SCHOOL LEAVING REPORT

This is a brief report on: Queenie Quarry

Date of Birth 13/7/1960

who completed class: S4

at Tanochbrae High School

and left on: 3rd July 1976

This report is the result of continuous assessment by all the teachers of this pupil and has the authority of:

E P Smith Head Teacher

L McGregor Director

(pages 1 and 4)

(continued)

SKILLS

LISTENING

- Acts independently and intelligently on complex verbal instructions
- Can interpret and act on most complex instructions — TH
- Can interpret and act on straightforward instructions
- Can carry out simple instructions with supervision

READING

- Understands all appropriate written material — TH
- Understands the content and implications of most writing if simply expressed
- Understands unsophisticated ideas expressed in simple language
- Can read most everyday information such as notices or simple instructions

VISUAL UNDERSTANDING AND EXPRESSION

- Can communicate complex visual concepts readily and appropriately
- Can give a clear explanation by sketches and diagrams
- Can interpret a variety of visual displays such as graphs or train timetables — TH
- Can interpret simple visual displays such as road signs or outline maps

PHYSICAL CO-ORDINATION

- A natural flair for complex tasks
- Mastery of a wide variety of movements
- Can perform satisfactorily most everyday movements — AV
- Can perform simple physical skills such as lifting or climbing

SPEAKING

- Can debate a point of view
- Can make a clear and accurate oral report — TH
- Can describe events orally
- Can communicate adequately in conversation level

WRITING

- Can argue a point of view in writing
- Can write a clear and accurate report — TH
- Can write a simple account or letter
- Can write simple messages and informal notes

USE OF NUMBER

- Quick and accurate in computational or unfamiliar calculations — TH
- Can do familiar or straightforward calculations, more slowly if complex
- Can handle routine calculations with practice
- Can do simple whole number calculations such as giving change

MANUAL DEXTERITY

- Has fine control of complex tools and equipment
- Satisfactory use of most tools and equipment — TH
- Can achieve simple tasks such as wiring a plug
- Can use simple tools, instruments and machines such as a screwdriver

SUBJECT/ACTIVITY ASSESSMENT

Curriculum Area	Subjects Studied (include final year where relevant)	Years of Study	Achievement	Enterprise (includes flair, creativity)	Perseverance (includes reliability, carefulness)
Aesthetic Subjects	Drawing	1-4	2	2	1
	Music	1-4	2	3	3
Business Studies					
Community/ Leisure Activities	Social Education	1-4	3	2	3
Crafts	Pottery	3-4	2	1	3
English	English	1-4	2	1	3
Mathematics	Arithmetic	1-4	1	1	2
Other Languages	German	2-4	2	2	3
Outdoor Studies	Outdoor Pursuits	1-4	2	2	3
Physical Education	General	1-4	3	1	3
Science	Biology	1-4	1	2	2
Social Subjects	History	1-4	2	1	3

(pages 2 and 3)

Many of the design aspects of the Scottish Council for Research in Education system could be applied to much of the curriculum structure proposed in the Report; indeed the basis of the SCRE design is that it can be applied to a variety of curricula. A consequence of this is that the assessment criteria have to be described in general, shorthand terms which are elaborated in an accompanying manual. The sections on mathematics and manual dexterity are illustrated here.

(Extracts from the "Teachers Guides for the Assessment of Basic Skills" issued with SCRE Profile Assessment System)

MANUAL DEXTERITY

General Points for Consideration in Assessing this Skill

Manual dexterity is regarded as a basic aptitude. Although specific skills can be improved with practice and training, manual dexterity can be regarded more as an aptitude for learning particular kinds of skill involving fine-finger control. It represents the relationship between hand, eye and mind when applied to a task.

As a pupil matures, manual dexterity is more easily distinguishable from physical co-ordination as a pupil will have more scope in his activities to demonstrate the finer motor skills.

The most important components of manual skill were felt to be:

1. Organisation (involving economy of effort).
2. Speed.
3. Precision (linked because speed is useless without accuracy).
4. The complexity of the tasks.
5. Enthusiasm/interest.
6. The amount of training and supervision required.

Co-ordination between right and left hands, although an aspect of physical co-ordination, is also an important aspect of any assessment of manual skill since without it, high levels of achievement involving manual dexterity are unlikely.

Concentration may be both a producer of and product from the above qualities in that a combination of concentration and practice is needed to build up a skill rapidly. A corollary of this is that a pupil may have an aptitude in manual dexterity but this will not show up unless the pupil is motivated and interested - a combination of both is required for successful performance.

Descriptions of Each Skill Level

(Report Card Phrases are Shown in Inverted Commas)

1. 'Has fine control of tools and complex equipment'.
   Works with speed and economy of effort in a wide range of complex and fine operations, showing natural organisation by choosing the most appropriate tools, layout, etc for the task;completes tasks with accuracy and precision and needs almost no help once shown; enjoys using hand tools and has a feel for the material being used; can co-ordinate hands with ease.

(Extracts from the "Teacher's Guides for the Assessment of Basic Skills" issued with the SCRE Assessment System)

2. 'Satisfactory use of most tools and equipment'.
   Is capable of using a variety of tools and materials satisfactorily with supervision; careful in the execution of tasks; can attempt fairly intricate work but may not achieve complete accuracy in execution; can co-ordinate hands satisfactorily when necessary.

3. 'Can achieve simple tasks, eg wiring a plug'.
   Is capable of handling a limited range of tools and materials satisfactorily after demonstration and with supervision and repeated practice; can complete simple tasks but tends to be careless; can co-ordinate hands in some multiple tasks but has difficulty in the more intricate ones; may be satisfied with low-quality work since interest flags if success not achieved fairly quickly.

4. 'Can use simple tools, instruments and machines, eg a screwdriver or typewriter'.
   Has great difficulty in handling tools and materials; is careless and untidy and has difficulty in executing even the simplest tasks; cannot use many tools without a great deal of supervision and help; has poor co-ordination between hands; does not learn from mistakes and tends to be unmotivated and lacking in concentration.

A wide range of examples of these four levels might be quoted for a number of activities but it was felt that no list of examples could do justice to the range of tasks requiring manual dexterity and thus specific examples would tend to limit the definition of the skill. It was felt that individual teachers would be able to formulate their own examples from the above descriptions to guide them in their assessment of this general skill in their own field.

NUMBER

Use of number is defined as computational skill involving the degree of speed and accuracy with which mental and written calculations are achieved and the degree of understanding shown of numerical rules and relationships.

Description of Basic Skill Levels

These descriptions are cumulative: a grading given for a higher level indicates mastery of the lower skill levels as well. (Phases for the Report Card are shown in inverted commas).

(Extracts from the "Teacher's Guides for the Assessment of Basic Skills" issued with the SCRE Assessment System)

1. 'Quick and accurate in complicated/unfamiliar calculations'.
   Can understand and interpret numerical date expressed as, for example, a column of figures; can extrapolate from numbers and form a rough estimate on which to judge an answer; can work through a multiple-step calculation with speed and accuracy; can handle complex calculations, including those presented in an index form.

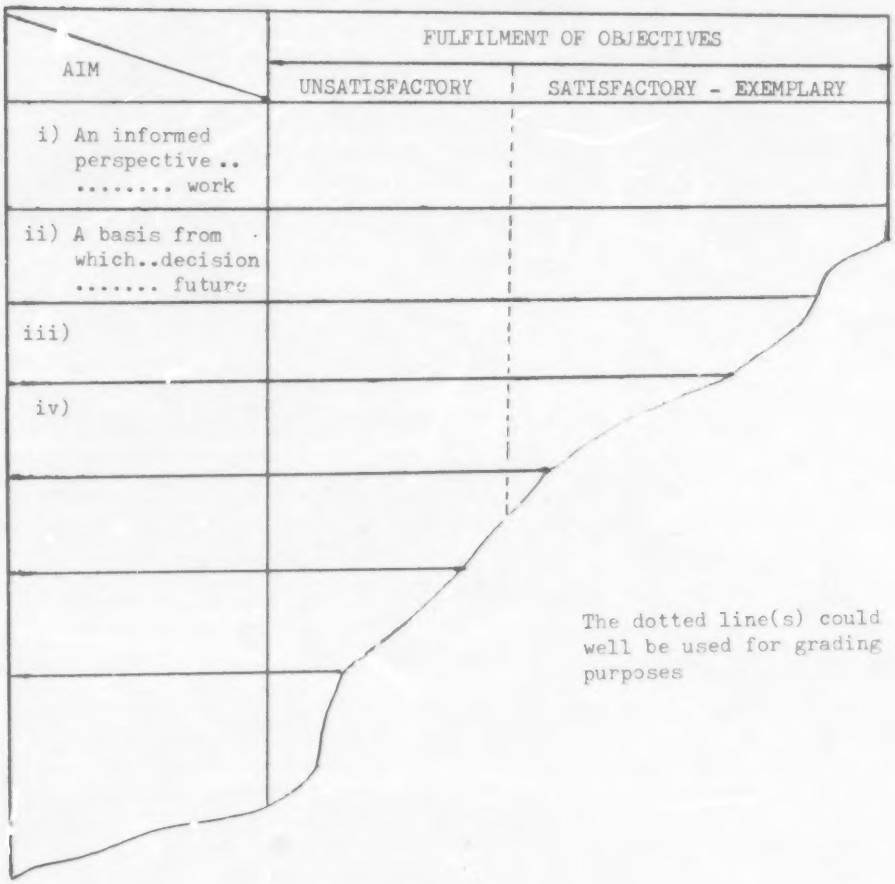
2. 'Can do familiar/straightforward calculations'.
   Accurate but may be slower; can handle ratios, proportions and percentages, can substitute into an equation with subsequent evaluation of the unknown; can extract numerical information from a graph.

3. 'Can handle routine calculations with practice'.
   Fairly accurate but slow; is able to calculate percentages, and money calculations involving a decimal point. Can handle calculations involving more than one of the processes; addition, subtraction, multiplication and division.

4. 'Can do simple whole number calculations, eg give change'.
   Can do simple numerical calculations involving the basic number rules - addition, subtraction, multiplication and single digit division; can see simple, concrete numerical relationships as shown by objects but has difficulty in thinking in anything but whole numbers.

The common core of the proposed curriculum structure could form the basis of a standard assessment profile, to which would have to be added further sections related to vocational and job specific activities. The structure of the common core with its twelve aims, suggests a variety of profile designs, many of which would employ a matrix involving those basic features shown below

COMMON CORE PROFILE



Some of the aims would need to be broken under sub-headings in order to provide a more effective profile. Since the objectives are expressed both in terms of performance and learning experiences, appropriate variations in the terminology used to describe the fulfilment of objectives may be needed.

That section of the profile assessing vocational studies would in the main be based on a college design, possibly against the background of general guidelines emanating from a validating agency. Paragraph 60 of the report suggests that the validating agency should be supplied with evidence of how the college has provided the student with generalised skills related to an area of possible employment. The profile design could well be a suitable basis for providing this evidence, not only to the validating agency but to the college and not least to the student. Again, a basis for piloting for development could be shown below

VOCATIONAL STUDIES PROFILE

VOCATIONAL AREA: (eg ENGINEERING)	
Description of College's general curriculum provision in this area:	
BASIC SKILLS	ACHIEVEMENT
Numeracy	
Communication	
Social	

The vocabulary of ACHIEVEMENT could, in this element of the profile, be based on a restricted number of generalised descriptors, such as used in the Scottish Council for Research in Education SKILLS profile. In well recognised vocational areas it should be possible to develop standardised descriptors. However, the report (paragraph 59) is anxious to encourage new thinking in this area so where less familiar vocational areas are identified, colleges should be encouraged to develop their own descriptors as a basis both for validation and assessment.

The Job-Specific element of the profile can similarly provide a basis for validation (see para 64) as well as for assessment. In this element however, a likely basis for piloting and development could be the production of a check-list of task skills which have been satisfactorily performed by the student at a level of competence related to performance. This basis has the advantages of restricting the task skills attempted to a realistic number and level, and of providing a potential employer with a profile element showing evidence of real competence in real skills. This element of the profile would thus be virtually non-competitive in that it would record only those skills that the student has actually mastered.

eg. i) Typed a letter of approximately 200 words, without error in 15 minutes

ii) Connected a 13 amp plug to a portable appliance, according to the correct procedures, and tested the connection

iii) Removed a sparking plug from the engine housing, examined it, diagnosed its defects, carried out remedial action, satisfactorily replaced and tested it.

A possible danger of this approach is that there might be a tendency to include a similar number of skills for all students. The weaker ones would then have a list of somewhat trivial activities recorded, which might devalue the whole approach in the eyes of recipients of the profile. As paragraph 80 of the main report makes clear, a complete technical description of the system of assessment is beyond the scope of this report, and is something that would require considerable development and testing. This appendix merely attempts to illustrate the concept of profile reporting, and how in very general terms, it might be applied to the curriculum structure we are proposing.

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LIST OF PUBLICATIONS

Title	Date Published
Annual Report 1979-80	August 1980
Experience, Reflection, Learning - suggestions for organisers of schemes of Unified Vocational Preparation	April 1978 (Reprinted January 1981)
A Basis for Choice - Report of a Study Group on Post-16 Pre-Employment Courses	June 1979 (Reprint April 1980 October 1980, January 1981)
Supporting YOP - suggestions for colleges involved in the Youth Opportunities Programme	June 1979
Active Learning : A Guide - to current practice in experiential and participatory learning	December
Active Learning : A Register - of experiential and participatory learning. Parts 1 and 2	May 1980
Developing Social and Life Skills - stragegies for tutors	March 1980
Day Release - A Desk Study	July 1980
Loud and Clear ? - summary of a study of curriculum dissemination in further and higher education	August 1980
Beyond Coping - Review and Synthesis of Research and Development in Social Education	August 1980 (Reprint August)
Further Opportunities in Focus - a study of bridging courses for women	July 1980
FEU Response to "Outlook on Training" - Review of the Employment and Training Act 1 973;	July 1980
FEU Response to "Special Needs in Education - (the Warnock report)	August 1980
FEU/WMAC YOP survey in the West Midlands (available from the West Midlands Advisory Council, Norfolk House, Smallbrook Queensway, BIRMINGHAM B5 4NB Price £1.25)	August 1980
FEU Response to "Examinations 16-18" Consultative Paper	December 1980
FEU Response to "Continuing Education"	January 1981
Signposts - A map of 16-19 educational provision	January 1981
Transition and Access - a review of low level courses in ILEA	February 1981

Vocational Preparation	January 1981 (Reprint April 1981)
FEU Response to : "CET : Open Learning Systems in Further Education and Training (December 1980)"	March
FEU Response to Rampton (Now Swann) Committee	April 1981
FEU Response to : "MSC - An 'Open Tech'	June 1981

Copies of these documents (which are free of charge) are obtainable, while stocks last, from the Publications Despatch Centre, Department of Education and Science Honeypot Lane, Canons Park, Stanmore, Middlesex HA7 1AZ, Tel: 01-952-2366 Ext 503.

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